DOCUMENT RESUME

ED 275 994 CS 008 594

TITLE Reading Readiness Guidelines and Workshop Activities.
INSTITUTION South Dakota State Div. of Elementary and Secondary Education, Pierre.
PUB DATE [86]
NOTE 136p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Class Activities; Classroom Environment; *Classroom Techniques; *Cognitive Processes; Instructional Materials; Learning Readiness; *Prereading Experience; Preschool Education; Primary Education; *Reading Readiness; *Teaching Methods

ABSTRACT

Based on the concept that readiness for reading is brought about by the nurturing of a child's physical, social, emotional, and intellectual growth, this guidebook presents reading readiness guidelines and carefully planned workshop activities designed to provide a classroom climate conducive to discovery and language development. The first section presents guidelines that define children's abilities at various stages of reading readiness and details activities that, given these abilities, children can effectively engage in. The following areas of development provide the framework under which specific abilities and corresponding activities are categorized: visual perception, visual memory/recall, auditory discrimination/auditory acuity, language development, and body movement/body awareness/body image. The second section presents specific classroom activities that involve learning through (1) visual perception, (2) auditory acuity, (3) visual memory, (4) sequencing, (5) improved motor skills, (6) growth in communication skills, (7) increased appreciation and interpretation of good literature, and (8) advanced creative play that strengthens a child's self-image. An "individual record for readiness period" sheet for assessing a child's progress is included, along with resource material for choral effort, finger plays, listening, and dramatization. Resources for children's reading enjoyment and additional resources for readiness are appended. (JD)

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READING READINESS GUIDELINES

AND

WORKSHOP ACTIVITIES

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READINESS

Readiness for reading is brought about, not by birthdays alone, but by the nurturing of physical, social, emotional, and intellectual growth that enables the individual child to succeed in reading activities and experiences. Each new step is based firmly upon readiness for that step. Readiness includes favorable background experiences, motivation and skills for each new step.

Children, like all living things - trees, leaves, plants, animals, adults - have individual differences. These individual differences need to be recognized by varying teaching procedures, learning experiences, uses of time and space as well as by careful selection and use of materials suitable for meeting the needs of the individual child.

VISUAL PERCEPTION

The young child's vision tends to mature from far to near. A child may look beyond a book because vision refines from seeing the global configuration to the observation of details.

Growth in visual perception deals with seeing likenesses and differences in form, size, color, detail, directionality, sequence, patterning, grouping, movement and action.

During learning activities and experiences, children are encouraged to talk freely, to compare, contrast, to evaluate qualities in materials and objects under observation. This discussion is dependent upon vision.

When a teacher places a printed label on an object, the label becomes a part of the verbal context, not an isolated word.

For clarification, comprehension, reinforcement, the child is often forced to rely upon vision alone. This vision can reveal real objects and materials, stages of growth or development, changes that are taking place or have taken place, movement, action, reaction, outcome, quantity, quality which only a child's vision can evaluate in the search for fact.

VISUAL PERCEPTION

Color:

A. Ability to distinguish color.	A.1. Given an assortment of colored materials, child can sort out materials of a designated color.
	A.2. Given classroom or area materials, child can identify specified color.
B. Ability to identify colors within environment.	B.1. Child is able to identify objects of a specific color within known environment.
	B.2. Child is able to name objects and materials not in immediate environment that are all of a given color.
C. Ability to distinguish the different colors.	C.1. From a display of eight crayons or swatches of colors, child is able to select any one of the eight named colors.
	C.2. From a display of eight colors, child is able to identify color as well as to name other materials or objects of that same color.
D. Ability to match colors.	D.1. From play materials, child is able to match color to color in various materials or media.

Size:

A. Ability to distinguish size.	A.1. In a given area, child is able to identify objects or spaces that are big, little, middle-sized (or large, small, medium).
B. Ability to make comparisons of sizes of individuals, objects, materials, spaces.	B.1. Given an assortment of objects, toys, materials, (beads, blocks, cards, string, yarn, plastic containers) child is able to sort them into large, medium, small groupings and is able to show reasons for the selections.

Size, Con't.

C. Ability to illustrate differences in size.	C.1. Child is able to draw, sketch, color, paint, mold with pliable materials specified differences in size.
	C.2. Using concrete objects such as blocks, boxes, or cardboard or clay, child is able to construct models to show large, small, medium sizes.

Shape/Form:

A. Ability to distinguish shape or form.	A.1. Given a packet of paper circles, squares, triangles, diamond and rectangle shapes, the child can sort and place together the shapes by kind and shape name.
B. Ability to identify shapes within the environment.	B.1. Given cards with outlines of shapes on each card, child can identify objects within room or area that are of the indicated shape.
C. Ability to reproduce designated shape.	C.1. Child is able to trace, draw, sketch, color or represent in motion or action the specified shapes.
	C.2. Child is able to use blocks, cardboard, clay to reproduce a specified shape or form.
D. Ability to share with members of group, the forming of shape or figure needed for activity.	D.1. Child is able to cooperate with others to form circle, line, square or triangle formation in room or area for carrying out activities in rhythms, music, activities, motion and movement.
E. Ability to match shape or form.	E.1. Given sketches, models, or puzzles, child is able to select or match like shape and form.

VISUAL MEMORY/RECALL

"Thinking Mental Pictures" (images)

Things that are already known, things that have personal meaning can be associated with new experiences to help children to remember.

Experiences that bring positive, new ideas or experiences which help to solve a problem are easily banked in memory.

Often, too, situations that are accompanied by emotional feelings tend to be more easily remembered.

Classification:

A. Ability to classify materials.

A.1. Given an assortment of pictures, materials, or objects, child is able to put materials into proper division or like group.

A.2. Given a series of pictures, child is able to sort pictures into categories of things that talk, things that fly, things that swim, things to eat, things to do or play, things to wear, things to ride, things that bring happiness, and others.

Picture Reading

B. Ability to interpret pictures.

B.1. Provided with pictures, child can identify sizes, shapes, forms, colors, distances, classifications of things shown in scenes.

Alphabet:

A. Ability to recognize letters of alphabet.

A.1. Given large-sized letters of the alphabet, child can become familiar with the ones used to spell first or last name.

B. Ability to name letters of the alphabet.

B.1. Given copy, model, alphabet blocks or cards, child grows in awareness and realization of the letter name for each letter of the alphabet. Child is later able to say name of letter indicated.

B.2. Given clay, child is able to play at forming or imprinting letters of alphabet.

B.3. Given textured materials, tray of sand, or tray of cornmeal or similar material, child attempts the basic strokes (stick, ball) for forming letters of alphabet.

Alphabet, Con't.

C. Ability to print letters of alphabet.	C.1. Good health, normal vision, interest in print and hand-eye coordination to indicate that readiness for printing dictates it, child experiments with large pencil or crayon, on unlined paper, with large strokes, the printing of letters of the alphabet.

Letters Build Words:

A. Ability to see relationship of letters to words.	A.1. From child's name, word response, or reaction, a printed message is produced (the basic effort to build awareness that what is spoken can be printed; what is printed can be read, can be interpreted, can bear meanings and messages).
B. Ability to relate printed names to children, labels to objects, books, materials.	B.1. Provision is made for child to read name and take a position, an action, a space, a responsibility of reasonable degree for age and maturation. Child frequently has opportunity to associate label with item or material and provision is made for storage of frequently used materials to be placed in place or container with label for that type of material (first both picture and word are offered on label, later, only word is left on container or box).
C. Ability to relate words to actions.	C.1. Provision is made for child to share happy experiences with others in response to print. Action words, surprises, read and do activities, signs for appropriate clothing for weather, signs showing progress of sprouts of plants as they grow, the Happy Clock says it is time for music, rhythms, play, painting, dramatization, others.

Detail:

A. Ability to distinguish detail.	A.1. Given a variety of materials, child can distinguish like color, size, shape, form, texture, space or fine detail.
B. Ability to complete a pattern.	B.1. Given a completed pattern to view, child is able to add proper detail to an unfinished pattern.
C. Ability to identify and supply missing detail.	C.1. Given pictures or illustrations of faces, people, items of clothing, animals, buildings, plants, child can identify and supply missing details.
D. Ability to copy symbols.	D.1. Given a symbol to copy, child is able, with crayon, pencil, or chalk, to reproduce the symbol with reasonable ease and accuracy.
E. Ability to manipulate puzzles.	E.1. Supplied with challenging puzzle or puzzle board, child is able to successfully complete its assembly.
F. Ability to sort pictures into proper sequence.	F.1. Given pictures of events in a story, series of actions or movements, indications of plant growth or seasonal changes, child is able to put pictures in sequence to show patterns of activities or proper sequence of beginning.
G. Left-right progression.	G.1. Supplied with pictures at the beginning of a sequence, child is able to continue on to the right to complete sequence.
	G.2. Given a starting point, child is able to mark progress and direction in moving to the right.
	G.3. Given activities for left-right eye movements, child is able to follow, with ease, the visual efforts in left-right progression.

AUDITORY DISCRIMINATION/AUDITORY ACUITY

The child dwells in a world of sound. Sounds can enrich, fascinate, assist in the acquiring of appreciation.

Auditory discrimination begins when the child recognizes gross sounds in terms of intensity, pitch/tone, duration.

Skill in listening is not inherent. The young child needs carefully planned and organized auditory experiences to assist in the increasing of attention span, in the building of listening skills, and in the development of auditory acuity.

To enhance the development of auditory skills, the child needs to grow beyond the mere listening abilities into the skills of auding which mean to the ears what reading means to the eyes.

Auditory Discrimination/Acuity:

A. Ability to listen to story or poem.	A.1. Furnished with good literature appropriate for the readiness period, child has attention span to listen for short periods of time to a story or poem being read or told.
	A.2. In listening to a story, child is able to respond or furnish movement, action, or sound at a specified point in the story.
	A.3. Given an opportunity, child may be able to retell an incident or a portion of the story.
	A.4. After listening to a story, child shows ability to tell two or three events in the story in their proper sequence.
B. Ability to distinguish pitch or tone.	B.1. In listening to notes played on a musical instrument, child can distinguish which is high or low.
	B.2. After many opportunities to participate in listening experiences and activities, child is able to produce high or low sounds or to echo sounds.
C. Ability to distinguish sounds of long or short duration.	C.1. By clapping or stepping or using other bodily movement in response to sound, child is able to identify duration of sound (hold on pauses or sounds of long duration, hurry on sounds of short duration; recognize walking, running, gliding sounds).
D. Ability to distinguish source of sound.	D.1. With eyes closed, or facing away from source of sound, child listens to sound, then identifies the source of that sound, whether it was a person walking, the clapping of hands, tapping on various types of materials within area, use of rhythm band materials or recordings of sound.

Auditory Discrimination/Acuity, Con't.

	D.2. Children in group speak or whisper, child listens with eyes closed to attempt to identify individual from whence came the sound.
E. Ability to classify sounds.	E.1. Offered recordings of sounds, child can identify animal, machine, human, or sounds in nature or environment.
F. Ability to participate in listen and do activities.	F.1. Given a signal or direction in sound, child is able to hear, then respond with action, the desired outcome following the direction.
G. Ability to hear similarities and differences in sounds or words.	G.1. Child listens to words spoken and identifies words that rhyme. Later, child can bring forth more rhyming words.
	G.2. Child hears and identifies beginning sounds in words spoken in listening exercises.
	G.3. Child offers words with like beginning sounds as single word is suggested for listening exercise.
	G.4. Child identifies word that does not have like initial sound from three words spoken. Later, is able to select from four or five spoken words, the word that has different beginning sound.
	G.5. Child has skill to hear and reproduce sounds offered in language play, nursery rhyme, play with word building.
H. Ability to follow oral directions.	H.1. Given oral direction of one step, child has skill to follow successfully. Later, child can follow directions of one, two, or three steps. (More for the very able child.)

Auditory Discrimination/Acuity, Con't.

I. Ability to listen for a purpose.	I.1: Child is able to listen to find a specific segment of story, to retell what was said or done by a character in the story, to listen to find out how or why a thing happened, to find out how many, what kind, where a character lived or played, what happened next, to enjoy, to find meaning or relevance for individual or group. To listen for the purpose of dramatization can bring rich reward. (Child can listen for main idea, characters, possibilities for interpretation such as choral reading, puppetry, pantomime, or sound effects needed.)
J. Ability to match sound and picture.	J.1. With pictures provided and group sound effects or recordings planned to accompany listening activities, child selects picture to match sound just heard.
K. Ability to aud.	K.1. Child shows evidence of making gains in being able to go beyond mere listening, is growing in skill to interpret and use what is heard.

LANGUAGE DEVELOPMENT

Unique language development comes to school with each individual child who gives and receives thoughts, expressions of feelings and responses.

The child experiences meanings through words, phrases, sentences. They are used to express what is seen, heard, smelled, tasted and felt. In spoken or printed form, words are the tools of self-expression.

Language arises from the real and vicarious experiences of the child. The development of language can strongly influence all future learning. Therefore, it is of vital importance that a natural flow of language be a priority for the young child in all phases of the readiness experience.

The child speaks ideas, thinks meanings, listens to and reacts to the words and ideas of others.

Teachers nurture language growth and development through their own good habits of speaking and listening combined with the use of stories, poems, recordings of valuable content and meaning for the young child.

There is much potential for growth in communication skills in the assurance that what is spoken can be printed; what is printed can be read; reading can bring meaning, learning, rewards and enrichment.

LANGUAGE DEVELOPMENT

A. Ability to speak clearly and to share personal information.	A.1. Given space for display of information and evidence of need for this information within group, child is able to offer name, address, telephone number, age for classroom or group directory.
B. Ability to relate experiences or stories.	B.1. Given opportunity for sharing and secure feelings of acceptance, child can share personal feelings and ideas offered in group activities. Child-stated ideas can also be shown in pictures or printed for use.
C. Ability to use color words.	C.1. Given frequent and rich experiences with color, child learns words to express ideas about colors in clothing, at home, at school, in the environment. Later, child associates printed word with color.
D. Ability to express for print ideas about spatial relationships and position.	D.1. Child experiences environment to grow in ability to express what is far, near, high, low, up, down, over, under, first, last, in, out.
E. Ability to comprehend and express facts about color, size, shape, form, texture, sound, weight, kind and other qualities of materials.	E.1. Given materials to observe or manipulate, child expresses accurately the description of materials. Child offers and seeks words to describe materials in terms of characteristics or use.
F. Ability to compare or contrast.	F.1. Provided with materials to contrast or compare, child verbalizes about likenesses and differences or sorts into categories of large, small, heavy, light, thick, thin, many, few and others.
G. Ability to express ideas about time.	G.1. Given experiences and responsibilities in activities, child shows awareness of today, tomorrow, next week, last year, long ago. Child shows growing awareness of clock and schedule, of time for various planned activities.

H. Ability to give oral directions which can be printed directions for class or group.	H.1. Given opportunity to help others and to take responsibility within group, child can express for print, directions to be followed for duties, storage of materials, movement for rhythm activities, greeting of guests, group reminders, sharing of nature walks or of observations of materials used in group.
I. Ability to listen to topic offered by teacher or resource person, then discuss or question ideas.	I.1. Provided with materials, objects, resource people relevant to readiness stage, child listens, later comments about, or questions ideas offered.
J. Ability to search for information or to communicate about findings.	J.1. Given opportunities to observe or to seek, child can verbalize needs or findings.
K. Ability to build groups of words in categories. (color, number, size, shape, descriptive words)	K.1. Given carefully planned activities for language development, child can find words for categories such as clothing, toys, pets, fruits, plants, others. Later, child enjoys use of printed words for specific categories.
L. Ability to express curiosity, wonder, questions.	L.1. Child questions, expresses ideas to research, suggests things of special interest.
M. Ability to use visual memory or recall as basis for communication.	M.1. Given opportunities to observe material objects or areas of the environment, child "talks over" the experience relating what was new or what was seen, heard, felt, touched, smelled, liked, disliked, what was important enough to be printed and kept on record.
	M.2. Child paints or colors pictures about the most important part of an observation, communicates about the picture summary or about a sequence of pictures. Titles may be printed for the picture or series of pictures to be put in booklet form by individual or group.

N. Ability to learn about and appreciate school and community resources and helpers.	N.1. Given opportunities to move out into interaction with areas of school and community, child can discover facilities and personnel beneficial to many people. (Library and Librarian, parks, museums, fire station, nurse's office, others.)
O. Ability to retell a series of facts or the sequence of a story.	O.1. Given pictures, filmstrips, films to view or stories read, child can discuss sequence for printed record or for creative play.
	O.2 Provided with fieldtrip, excursion, audio-visual viewings, child relates ideas in proper sequence, is also able to relate own feelings, ideas, opinions.
P. Ability to suggest ideas and plan activities based upon recall or previous experiences.	P.1. From frequent and rewarding experiences with finger plays, poems, rhythm activities, excursions, dramatizations, music and number activities, child is able to build plans for newer and greater activities. Plans can be printed to serve as guide for activity.
Q. Ability to communicate accurately about number values 1-10.	Q.1. Provided with materials and activities for counting, grouping, estimating, child is able to bring forth evidence of number meaning and fact. Later identifies numeral, still later, writes that numeral 1-10.
R. Ability to communicate about things learned through the senses.	R.1. From sense games, child is able to communicate about findings from the senses of taste, hearing, smell, touch and sight.
S. Ability to verbalize for printing or tape recording wishes, desires, needs or concerns.	S.1. Child is accepted and is assured that what is said is important enough to be printed or recorded. These records can be compiled into individual booklet or series of individual record.

T. Ability to describe materials of personal choice and interest.	T.1. Given space for display materials or interest centers, child can offer contributions as well as to explain and describe them for sharing or for printing labels, sentences or short descriptions.
U. Ability to communicate about self.	U.1. Child is warmly accepted, accepted in language development activities and is able to build story about self, life space, interests and abilities. For enhancement of self-image, these ideas can be printed for booklets, records or family treasures. (Displays of child, family, home, interests, hopes, abilities and wishes prove highly rewarding in picture and print.)

BODY MOVEMENT/BODY AWARENESS/BODY IMAGE

Physical development refines from gross motor involvement to the use of small muscles in the development of hand-eye coordination.

Learning to read is a physical skill as well as a language skill.

Muscle use is involved in feeling rhythms, in sensing the environment, in visual perception and acuity, in left-right eye movements, in vocalization and in vocal response following hearing.

Sensory motor activities help the child feel and express emotional language.

Physical movement also offers opportunities for thinking and solving problems.

The child gains many social learnings through play.

Carefully planned activities in movement help the child to grow in self-concept as well as in awareness of relationships to space, direction, force and time.

All aspects of human development are brought into focus on meaningful relatedness through bodily movement, body awareness, body image.

BODY IMAGE/BODY AWARENESS/BODY RESPONSE

A. Ability to respond with bodily movement in following directions, in rhythmic activities, in response to sounds or music, in games, and in group experiences of movement.

A.1. Child responds first with movement of large body parts such as with the head roll, arms like windmills, shoulder rotation, shrug or dip, use of legs to run, jump, hop, skip, slide, glide, back to bend or play elephant walk, waist to bend, sway, swing. (Arm movements in the air precede printing.)

A.2. Child responds with small body parts, fingers in fingerplays and work with finger and stick puppets, eyes in tracing movements, hands in catching, tossing, placing of materials in balance, elbow touch, tip toe, nose wiggle, mouth movements, knee bend, heel rocking.

B. Ability to control body in relationship to space.

B.1. Child experiences bodily movement in learning the meanings of words such as over, under, through, up, down, on, behind, ahead, marching, moving forward, backward, sideways, around, beneath, beside. Later, child is able to lend bodily response to pictures, then words.

C. Ability to show bodily expression concerning degree of force.

C.1. Child expresses action needed to catch a raindrop or a snowflake, to lift a very heavy object, to move a large stone, to push a large ball of snow, to walk in a strong wind, to pull a heavy weight, to catch a fast ball, others.

D. Ability to gain bodily control.

D.1. Child attempts to hop on one foot, to leap, to gallop, slide, sway, bend, stretch tall, rotate, twist, to move about in moving group without bumping or touching others, to jump rope, to walk a line or a balance beam, to play safely with manipulative toys. Later, child can benefit from walking or tiptoeing over taped figures or letters on a playroom floor. (For large letters taped on the floor, indicate starting point and direction, follow up with printing large letters in the air.)

Body Image/Body Awareness/Body Response, Con't.

D.2. Child can walk on footprints taped to floor. Later, footprints or markers have words printed on each. Child progresses only if he/she recognizes name, label, color word, action word or picture.

E. Ability to differentiate between left and right.

E.1. Child can match right glove to right hand, left shoe to left foot, can move to right or left, can follow directions for movement of right or left limb, can toss objects with right or left hand as directed. Can move from left to right on line or beam, can move to the left or to the right in circle formation with group.

E.2. Child can follow songs and fingerplays that require use of left or right hands or feet.

READINESS

The child in readiness experiences needs an environment that fosters time to continue to become a unique individual through sharing, enjoying, touching, feeling, belonging; time to listen and to be listened to; time to observe, to ponder, to wonder, to explore, to discover, to question, to seek and to find solutions for questions and problems; time to think and to enrich thinking; time to choose and to be responsible for choices; time to interpret, time to evaluate, time to express ideas and findings; time to reach out, to interact, to react and to reflect the ever-expanding world of the young child.

Carefully planned readiness experiences accompany a warm, accepting classroom climate that is conducive to discovery, can provide for the child rich opportunities for language development.

The child enjoying rewarding readiness experiences can find joy and success in learning through visual perception, auditory acuity, visual memory, sequencing, the gaining of motor skills through movement and rhythm activities, gaining in hand-eye coordination through fruitful efforts with many types of materials, growth in communication skills, growth in appreciation of good literature and in creatively expressing the meanings from poetry, story and song and in creative play that offers strength for the building of positive self-image.

PUT LEARNING IN MY WAY

Put learning in my way,
Then, stand aside
But do not push . . .
My steps are small
Because my legs are short.
And there is much to see
That you have seen
But see no more . . . too bad!
When I have traveled
All the road through books
My head will overflow
With so much knowing
Don't make me go too fast
To see and hear this lovely world
Let joy keep pace with growing.

--Anonymous

VISUAL MEMORY, GATHERING ALPHABET SKILL:

Feed the Squirrel

Prepare a large squirrel of tagboard with nuts with letter of alphabet on each. As child is able to say the correct letter of the alphabet, the squirrel is fed a nut.

AUDITORY, VISUAL,LANGUAGE DEVELOPMENT:

Butterflies

Make fairly large size butterflies out of construction paper. Put letter representing beginning sound on left wing. Later, put letter representing ending sound on right wing. When child can offer a word with proper beginning sound and word with proper ending sound, it is time for a brief flight around area.

AUDITORY, VISUAL, LANGUAGE DEVELOPMENT:

Find the Picture

To give children experience with initial letter sounds, provide sheets of paper 12 x 18 inches, scissors, paste, old magazine. In the center of a sheet of paper write a large letter using both upper and lower cases, as B b. Using old magazines, the children then clip as many pictures of things beginning with b as they can find. These pictures are to be pasted around the letter. Children could make their own picture dictionaries.

AUDITORY, LANGUAGE DEVELOPMENT

Letter Detective

Give each pupil a card on which you have printed a consonant. Read a word. As you pronounce each word, the child who has the card with the

Letter Detective, Con't.

beginning consonant holds the card up. Then child must say the letter name and pronounce the word if possible. The game may be played with final consonants as well.

VISUAL,LANGUAGE DEVELOPMENT:

Grab Box Game

Cover and seal shut a medium sized cardboard box. Cut a round hole about the size of a child's fist in box top. Letters can be made out of sandpaper or corrugated cardboard. Place letters in box. Child reaches in box, selects one letter, feels letter with dominant hand, tries to name letter. Letter is taken from box to show group.

LANGUAGE DEVELOPMENT, SEQUENCE

Alphabet Sequence

Give players practice in recognizing initial sounds in words by having one pupil start the game by saying "My boat is loaded with apples." The next student gives sentence naming word that begins with B. The activity is continued until one child hesitates and does not supply word of next letter of alphabet.

VISUAL

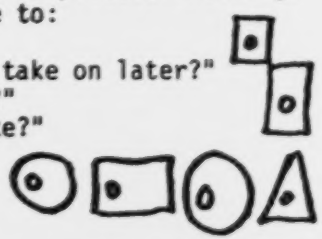
A B C *Alphabets*

Provide a box of cereal alphabets. Explain to each child who is learning the alphabet that if he/she can give the correct name of the letter in question he/she may then eat the cereal alphabet letter.

VISUAL, LANGUAGE DEVELOPMENT, THE SENSES:

Finish the Form

Prepare a packet of various sizes and shapes cut from construction paper. Let each child choose one shape. Make available many materials to add to this (try left-overs from making a Feely Board or from things found in near environment such as bark, feathers, shells, pebbles, seeds, cloth, dried plants). Each child is asked to glue form on a large sheet of paper, then finish the form. Add any needed parts to show what the form really might be. When form is completed, encourage child to offer verbal response to:
"What is its name?"
"What colors could this be or take on later?"
"Where does this live or stay?"
"What sound does this form make?"
"Does it have needs?"
"What good things can it do?"
"What will it become?"



VISUAL DISCRIMINATION, LANGUAGE DEVELOPMENT, NUMBER VALUE:

Lolli Pop Sale

From construction paper, cut out lollipop shapes and print on each an upper and a lower case letter of the alphabet. Put play lollipops on tray and let one child sell lollipops. Only those who can name the letter earn a lollipop.

LANGUAGE DEVELOPMENT:

Word Building

Large wheels are prepared with one blank and two letters on each.
___at ___in ___up ___et ___ot

Word Building, Con't.

One child or a small group engage in verbal effort to see how many words they can build to be printed on the back of the wheels. Later, children may play with wheels and try to read words they worked to build earlier.

LANGUAGE DEVELOPMENT, THE SENSES:

A "Feely" Board

Using a large poster board, glue on it samples of as many different materials and textures as the children can find (cloth, tree bark, foil, sandpaper, fine emery board, different textures of paper, corrugated cardboard, parts of dried plants, shells, feathers, egg shells, leaves in different shapes, pebbles, nuts, layered materials, dried seed pods). Use this Feely Board as a starter in touching and describing the feeling from touching that material. Later, special boards may be made with just science materials or just cloth or just tree bark, as a basis for exploring, in depth, any area rich in findings.

SELF CONCEPT, THE SENSES:

See You On Television

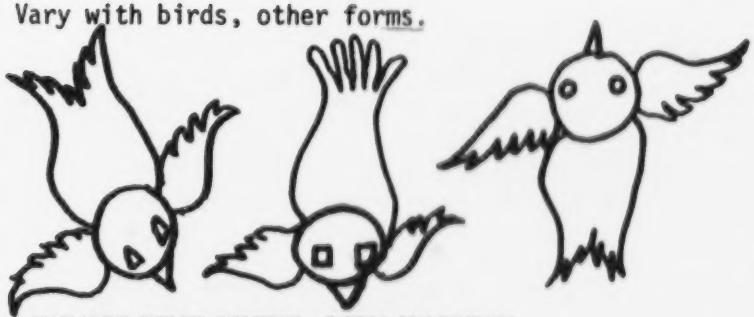
Prepare a large cardboard box to look like a television set. Have a child sit on a small chair to act as the announcer. Announcer has a previously prepared set of name cards in large print for each child in the group. All other members of the group become the audience or television viewers. As name card is shown on the set, child of that name stands and takes a bow. Later, television box can be used for individuals to take turns being announcers of the news of the day for important news for the group. Later, the set may be used for announcing scenes of a play, the ideas for creative play or for the leadership for fingerplays or science plays.

SHAPE AND FORM; VISUAL DISCRIMINATION:

Fish Families

With construction paper and felt pen, make large fish with eyes or fins made in circles, squares and triangles. Place all cut out fish in one tray. Child sorts out fish family by shape of eyes and fins. Vary this, later, with smaller cut outs of fish and letters used for eyes.

Vary with birds, other forms.



LANGUAGE DEVELOPMENT, BODY MOVEMENT

Creative Story

One child pantomimes ideas while audience or small group watches carefully. After the pantomime, children retell what was shown in the actions. After rewarding verbal expression, listener and story maker change roles.

LANGUAGE DEVELOPMENT:

Following Directions

Three Step Directions: Leader brings forth three items such as jump rope, ball, bean bag (or coat, mittens, scarf). Teacher gives directions to do one thing with each of the items. Child chosen is to remember directions and carry out three-step direction. Later, vary activity to four and five items.

LANGUAGE DEVELOPMENT, AUDITORY DISCRIMINATION:

Consonant Ball Game

Print consonant on round piece of construction paper to represent a ball. Child comes up to play ball, may keep circle if able to suggest a word that begins with consonant on circle. Later, vary to use ending consonants and rhyming sounds. For children who are able to print, words may be printed on back of ball.

LANGUAGE DEVELOPMENT, AUDITORY DISCRIMINATION

Vowel Activity

Print a large letter a, e, i, o, or u on chalkboard. Assist children in forming the letter as alphabet acrobats, let them "walk" the letter on a floor space, encourage them to print the letter in the air. Discuss the short sound of the letter, later suggest words beginning with that sound.

A apple, ant, alphabet, attic
E egg, elephant, elevator, end
I igloo, Indian, instant, in
O October, octopus, object, opposite
U us, uncle, umbrella, under

Later, after much practice in hearing short vowel sounds, children listen to hear short vowel sounds within the word as in hat, cup, pot, pin, fin. As often as possible, print word with short vowel on picture or cutout of item named.

VISUAL, HAND-EYE COORDINATION:

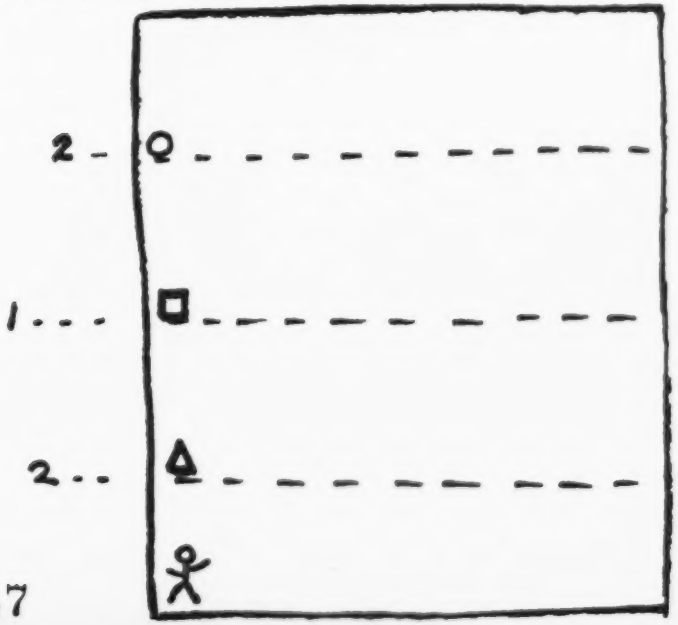
Following Directions

Begin with a large sheet of paper, fold it in half. Fold that section in half again. Unfold the paper and see the four sections you have folded.

At the left side of the first fold, draw a circle.
At the left side of the second fold, draw a square.
At the left side of the third fold, draw a triangle.
At the left side of the last space, draw a child.

For more activities for following directions, request child or group to use folds to carry out such directions as:

Print your name after the circle.
Color a picture red after the square.
Draw a picture of a pet after the triangle.
Draw a toy after the child.



VISUAL, HAND-EYE COORDINATION:

Look and Do

Prepare large cards with symbols or designs on them. Let the child look at the card. Take card away from child's sight. Ask child to show, with crayon and paper, what was on the card.

LANGUAGE DEVELOPMENT, SELF CONCEPT:

Careers

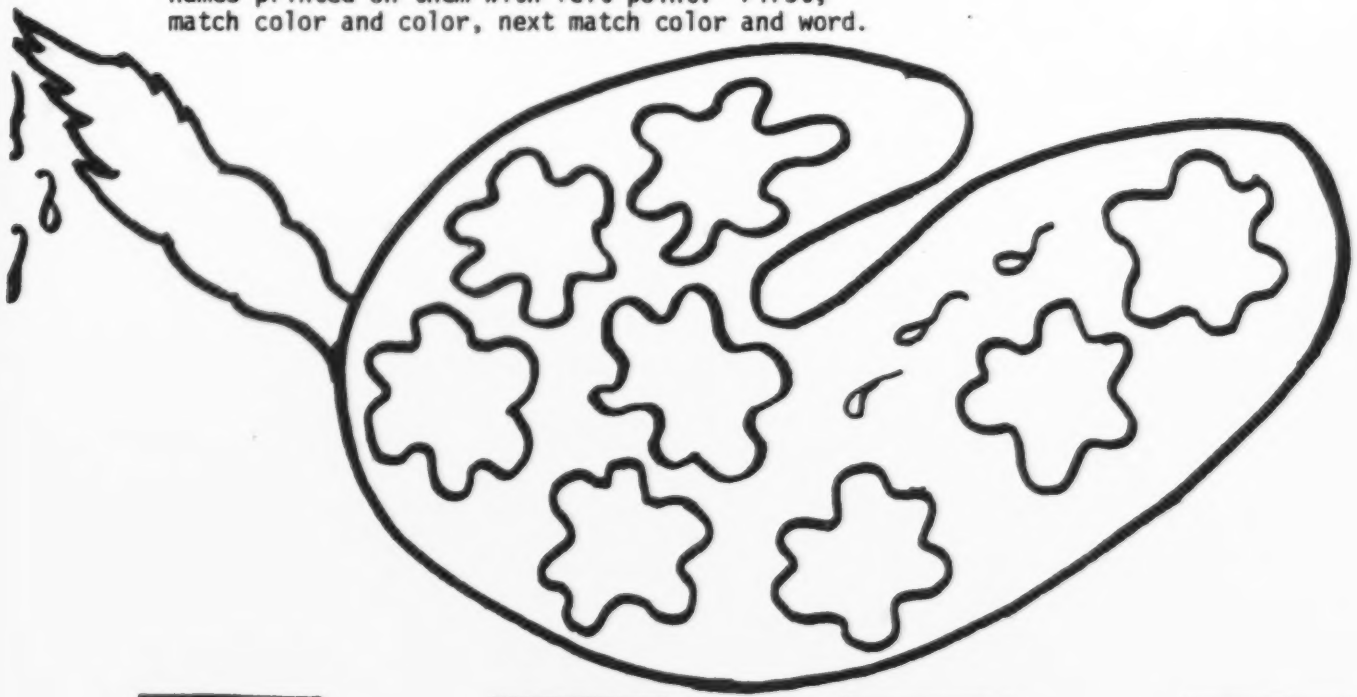
For discussion or for picture making or creative play, begin by reading What Will I Be From A to Z. Let children choose from offerings in the booklet or give forth from their own views. A child may choose to be: Airplane pilot, Baker, Cow(girl)boy, Doctor, Engineer, Farmer, Grower, Homemaker, Ice Cream maker, Judge, Kennel owner, Librarian, Nurse, Office worker, Police-(wo)man, Quarterback, Rocket builder, Soldier, Teacher, United States Congress(wo)man, Violinist, Weather (wo)-man, X-ray(wo)man, Youth leader, Zoo keeper.

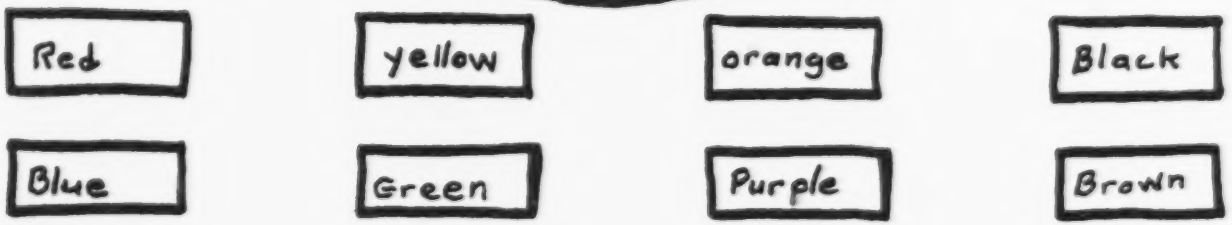
Resource: What Will I Be From A to Z, Donald L. Gelb
National Dairy Council, Chicago, Illinois

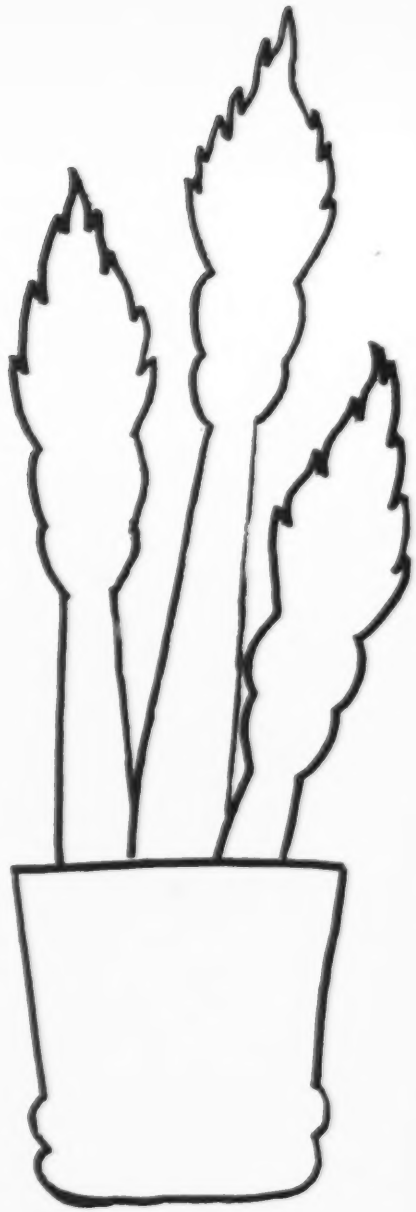
VISION, LANGUAGE DEVELOPMENT:-

Match Word and Color

On a card, or on a large wall space place a palette shape with patches of color (8 colors). To accompany this, for matching, provide eight matching plain color cards and eight plain white cards with color names printed on them with felt point. First, match color and color, next match color and word.



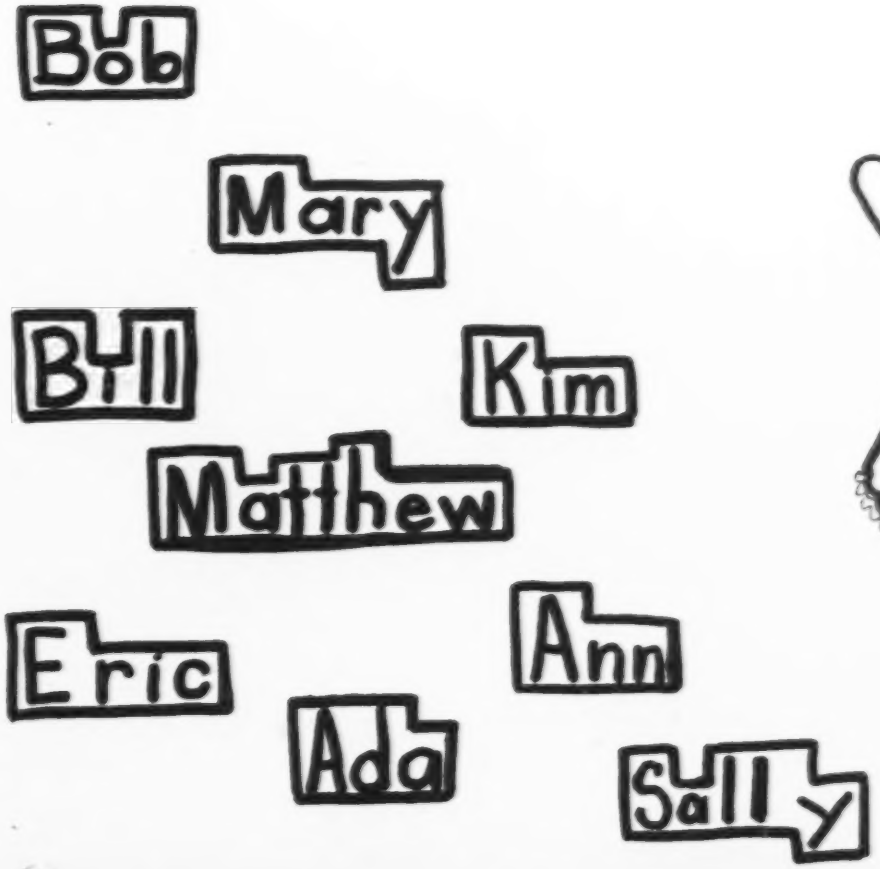




SHAPE, FORM, RECOGNITION OF NAME:

The Shape of the Name

Print child's name on a large card. Cut away part of card to show configuration of that name. Enjoy a session of discussing the shape box needed for each name. See if any of the names take the same shape. Encourage children to see shapes of important words presented for group.



SHAPE, FORM, RECOGNITION OF NAME:

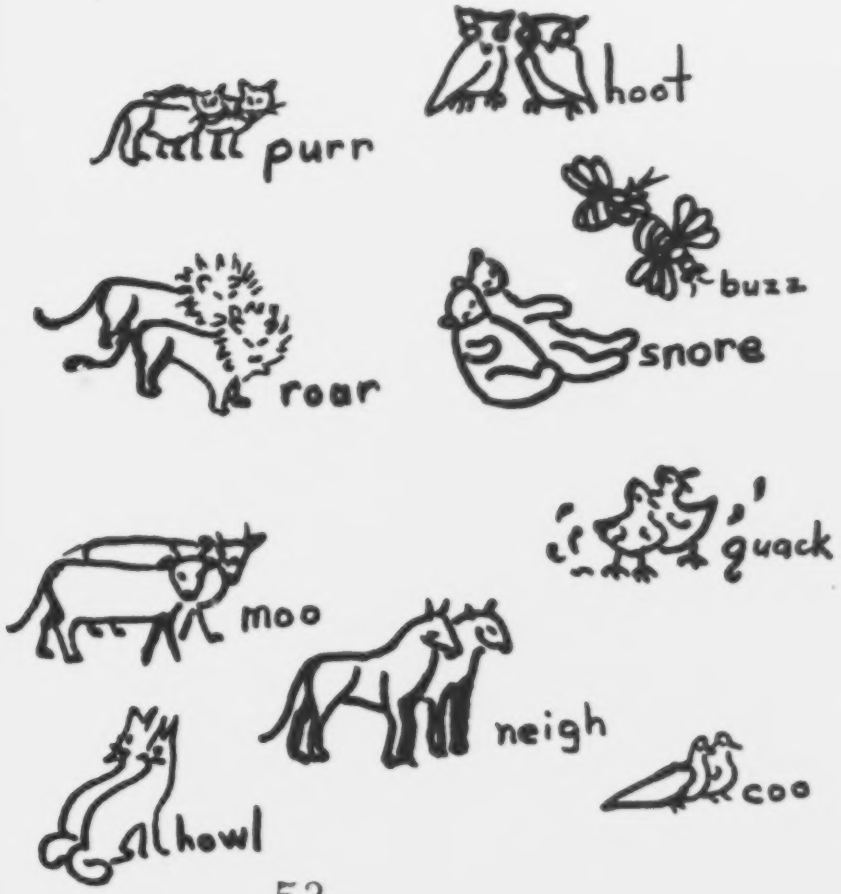
My Hand Does Special Things

Draw outline of child's hand. Add a cuff on which you print the child's name and the duty that child can be responsible for the group for that day or week or occasion. Before printing word for duty, paste small cutout of an object (straw, scissors, crayons) on the space for duty so child can respond to object seen.

VISUAL, AUDITORY, LANGUAGE DEVELOPMENT:

How Animals Talk

Prepare card with picture of animals sketched on each card with a felt point. Print one word beside picture. Encourage child to say name of picture, then the word which should make up a complete sentence.



BODY MOVEMENT:

Ideas for Creative Play

Children may be able to add many ideas for creative play to the list offered here:

Rocking Horse	Walrus
Rooster Walk	Elephant
Rabbit Hop	Caterpillar
Bear Walk	Camel
Airplane	Fire Crackers
Top	Crossing the Stream
Reach the Moon	Rubber Bands
Tall Trees	Pop Corn
Ostrich	Jack in the Box
Kangaroo	Snow(wo)man
Duck	Cowboy/girl
Frog	Soldier
Hop Toad	Sailor
Bird	Ride a Bike
Donkey	Windmill
Bee	Row a Boat
Snail	

VISUAL, AUDITORY, TASTE, LANGUAGE DEVELOPMENT:

Alphabet Pretzels

The alphabet pretzel recipe below makes 18 to 24 pretzel letters.

Dissolve:	Mix:
½ cup water	4 cups flour
1 pkg. dry yeast	1 tbsp. sugar
	1 tsp. salt

1 egg beaten slightly with 1 tbsp. water.
Coarse grained salt (kosher salt is dandy).

With large spoon, work flour mixture into yeast mixture in a large bowl. When about 3 cups of flour mix have been worked in, begin to knead the mixture on a counter top while working in the remaining flour mix. Divide the dough into 18-24 parts. Children shape the dough into letters and place on greased pans. "Paint" with egg-water mixture and sprinkle with salt. Bake 25 minutes, or until golden brown, at 425° F.
In informal setting, after experiencing the baking of pretzels (in room, if possible), let teacher or leader suggest words with beginning sound represented by pretzel as each is received by child. Child hears and repeats words given. Alphabet song follows, What Will I be from A to Z is read to children while pretzels are eaten, and pretzel time is complete.

LANGUAGE DEVELOPMENT:

Labels

Provide each child with one, three, five cards, depending on interest span, attitude, potential. Provide many materials for the cutting out of interesting pictures. Child clips picture, pastes picture on card, brings card to teacher or helper for the printing of a label, which teacher may

Labels, Con't.

spell and print for child, or if child is able, teacher spells, child prints. When ample time is provided for clipping and pasting, labels have been added, children come together to present and discuss one favorite card. When children have experienced many stories and poems, children may be able to build one creative story or poem from the offerings of pictures and labels within the group. They may build experience up to this by expanding one-word labels into phrases or sentences, then sentences into short, descriptive stories.
Vary the above by handing out cards with a starter sketch one card one. Child then adds other clipped or pasted pictures to complete a three, four or five step story. Cards can be tied into a small book and given a title.

LANGUAGE DEVELOPMENT, THE SENSES:

Sense Games

In a paper bag, place a number of household items that are commonly seen by young children. Have child turn back, draw item from bag without seeing it. Holding it in hands behind back, feel the object until it can be identified from touch. Child tells name of the object, then looks at it and shows it to group to verify name. Vary this by having in bag or in plastic container, something that can be smelled. Have child close eyes, smell item, then name what was smelled. Verify by having another child or two smell the item, then look in container for proof. (Try cinnamon, different flavorings on a piece of cotton or paper towel, bits of vegetables, flowers, as many as possible materials found in the home or school or nearby surrounding areas.)

VISUAL:

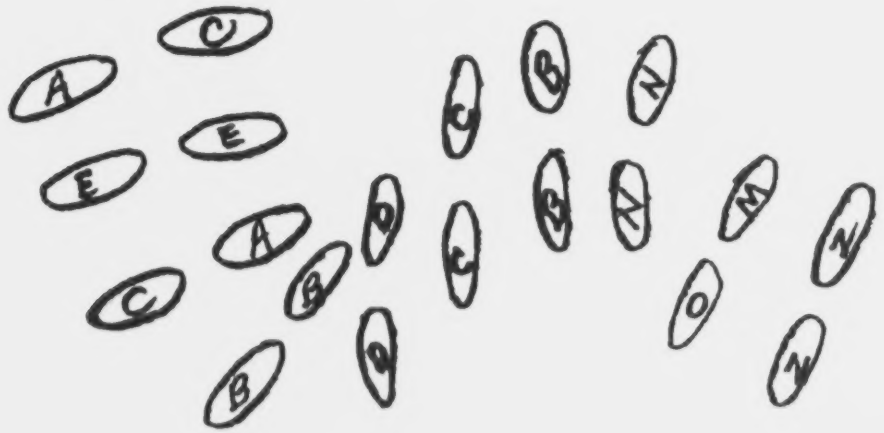
Be a Detective

Sketch a simple picture and have a child view it, then child moves away, out of sight. Have another child add a part to the picture. First child returns, examines, tells what was added to the picture.

LANGUAGE DEVELOPMENT, BODY MOVEMENT, VISUAL MATCHING:

Matching

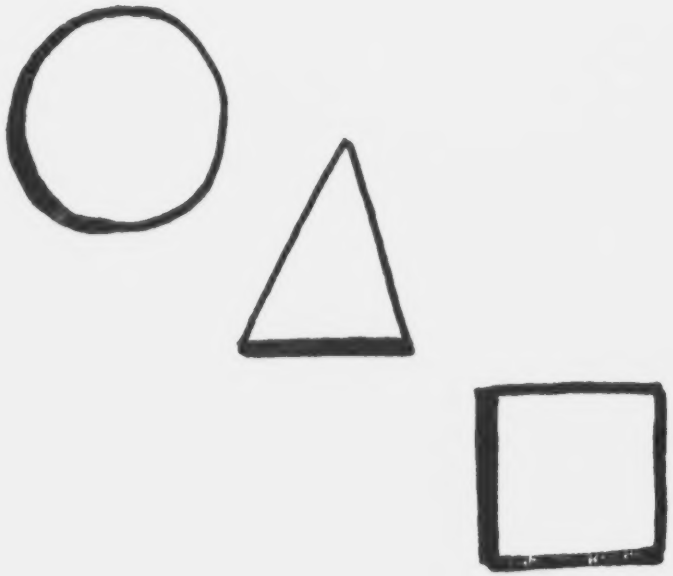
Make large paper shapes of wrapping paper to place on floor. These may be stepping stones, bricks, footprints. With feltpoint, place on each shape a symbol, design, letter, or a word. Make two sets. Shuffle them. Make a route around the room with two placed beside each other. If printing is exactly alike on either side, child steps on one with each foot. If different, child hops past. Vary with upper and lower case letters of the alphabet.



VISUAL, BODY MOVEMENT:

Shapes, Again

Use large wrapping paper shapes of square, triangle, circle to tape on floor. Child stands on shape, or small group stands around shape. For each request given, by leader, child moves to proper shape and responds with body movement. Circle--use both arms to make large circles above head, Triangle--reach high above head, clap hands once (or three?) times. Square--extend arms straight out from shoulders, form a square on each side. Vary by tracing on paper, cut outs of above shapes or by drawing a house with squares and triangles, trees and flowers with triangles, sun and flowers with circles (or animals with circles?)



VISION:

Color, Size, Shape

With flat or round stones, "Put it in Stone" by representing the characters of a story. Glue stone on stone, add feathers, yarn, felt, cloth, bark, scraps.

BODY MOVEMENT:

Be A Model

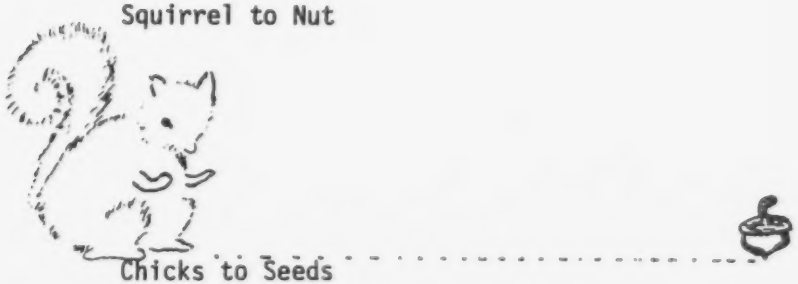
Build a small tagboard model of a girl and boy. Put on the models clothing that buttons, zips, ties, laces, snaps, hooks. Let children practice in gaining dexterity in the use of fasteners and ties. Vary by making a card on which is mounted one zipper, holes for lacing with a shoe lace, button and button holes, snaps, hooks.

VISION, HAND EYE COORDINATION:

Left-Right

Prepare flash cards that offer experience in moving chalk, crayon, toy, pointing finger from left to right as from:

Squirrel to Nut

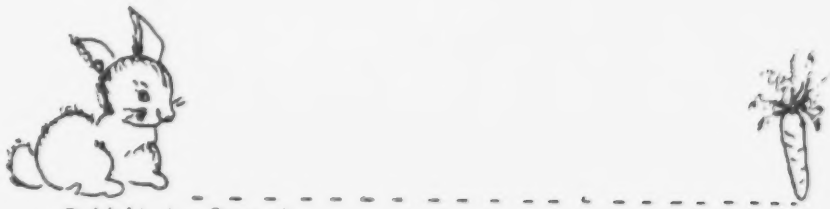


Chicks to Seeds

Bee to Hive

Kittens to Mittens

Bird to Nest



Rabbit to Carrot

Duck to Water

Frog to Pond

Begin with very large cards and large figures.

AUDITORY, BODY MOVEMENT, LANGUAGE DEVELOPMENT:

Here we go on a Lion Hunt

Once upon a time, in an African village, there was a brave Chief whose name was 0*0*0*0*0*0*0*0*. (Say it in a base tone, beating chest).

Now it happened that a lion had been stealing the sheep that belonged to the people of the village. Somebody had to be chosen to hunt the lion. Who do you think it was? Well, it was 0*0*0*0*0*0*0*0*.

The villagers gathered outside the hut, and when their chief came out, there arose a great hubub (for hubub, all female voices chant "Soda Watta Bottl" over and over again in a very high voice while the male voices say slowly and rhythmically in a very low voice "Rhubarb, Rhubarb, Rhubarb")

After the people said fond goodbyes to their chief they opened the gate (put hands together, then stretch them wide). Then they closed the gate behind the chief (clap hands loudly together).

It was a beautiful day. 0*0*0*0*0*0*0*0* walked along (slap thighs). He looked to the right of him (do so). He looked to the left of him (do so). He kept walking on very cautiously--still no lion.

Before long he came to a wide creek. He stopped (stop--point). Crocodiles! (Put base of palms together, snap fingers several times to imitate crocodiles).

He walked backwards to get a good running start (do so) and ran faster ahead (do so) right up to the bank. (Stop) Oops--couldn't make it--so he backed up again. Then he ran just as fast as he could toward the bank (run up again).

He stopped--he had to back up three times before he made it. "This time I'll make it if I have to swim", he said, so he ran up to the creek, dived in and swam (do it wildly). He made it to the other side. There he shook himself off (do so) and started to look out for the ferocious lion. He looked to the right of him, he looked to the left of him (do so), then he sniffed the sweet spring breeze--(do so). Still no lion! He climbed a tree (do so). He looked down out of the tree (do so). Then he came down from the tree. Then he walked up the side of a tall hill (walk slower, pant). Then he walked through the tall grass (swish hands for tall grass). He came to the mouth of a cave. He looked in cautiously--first to the right, then to the left, (do so). No lion on either side! Then he looked straight ahead-----GRRRRRRRRRRR--LION!

0*0*0*0*0*0*0*0* started back to the village as fast as he could go--Through the tall grass - Down the hill- Around the great tree - Across the stream - Through a covered bridge. The tribesmen made a terrific hubub when they saw him coming back. Quickly they opened the gate. They let him in and closed the gate. The lion was running so fast that he hit his neck on the gate, broke his neck and died. Everybody, little and big, lived happily ever after.

--Author unknown

AUDITORY, BODY MOVEMENT, LANGUAGE DEVELOPMENT:

Brave Little Indian of Long Ago

Read to the children the story The Brave Little Indian of Long Ago, stressing that this is not the mode of living of today's Indian child.

* * * *

Once upon a time there was a Brave Little Indian Boy who lived in a village with many other little Indian boys. One day the Brave Little Indian said to the others, "I am going out to find a Big Brown Bear". All the other brave little Indian boys said, "oh."

So the Brave Little Indian Boy started to walk, walk, walk until he came to a bridge. Then he began to run, run, run until he got to the other side of the bridge.

Then he walked on and on until he came to a stream. There he began to swim, swim, swim until he reached the other side.

Suddenly he stopped. The Brave Little Indian Boy saw a big brown bear.

He turned around and started to run. He ran and ran and ran. He came to the stream. He swam, swam, swam.

He ran on until he came to the bridge. He ran across the bridge. He ran and ran until he came to the village. He said to all the other brave little Indian boys, "I saw a Big Brown Bear."

And all the other brave little Indian boys said "Oh!"

--Author Unknown

Brave Little Indian of Long Ago, Con't.

Movements for spoken words:
Walk--beat chest with fist
Run---slap thighs
Swim--swimming movements

Follow the reading with creative play using any one, or any combination of activities listed here, or make up new ones.

Listen for the drum beats which call you to your teepee.
Walk quietly through the woods to your teepee.
Speak softly to your people and listen to what they say to you.
Go sit by the steam in the sunshine until you catch a fish.
Try to walk up to a young fawn and pet it.
Watch a tiny rabbit that comes near you.
Gallup across the prairies on your pony.
Sit on a large rock and watch the eagle fly through the skies.
Signal others to come and be eagle watchers with you.
You may visit your friends and tell them about the eagle or the rabbit or the fawn.
You are weary after a happy day outdoors. Rest.

VISUAL, AUDITORY, SEQUENCE, LANGUAGE DEVELOPMENT:

Finger Puppets

Prepare small finger puppets of stories like The Three Bears, The Three Little Pigs. Vary with squirrels, birds, snails, pumpkins, fish to have finger puppets for any poem or fingerplay child especially enjoys sharing with group. Consider, also, hand, stick, bag, sock, and small cereal box puppets.

Five little fishes, swimming in a pool,
The first fish said, "This pool is cool."
The second little fish said, "This pool is deep."
The third fish said, "Ho, hum, I think I'll sleep."
The fourth little fish said, "I can dive and dip."
The fifth little fish said, "Look, I see a ship."

AUDITORY, BODY MOVEMENT, LANGUAGE DEVELOPMENT:

One Winter Night

It was a stormy night in the middle of winter. The wind whistled down the chimney of the little farm house, and the rain beat against the windows. Inside, the family sat around the fireplace. The cat and dog played on the hearth, mother held the baby in her lap, and above the sound of the wind could be heard the ticking of the old grandfather clock.

Out in the barn the horse and the cow grew restless as the wind blew louder and harder and stronger. Hearing a loud noise, the man and his dog, leaving the warm fireside to the cat and the baby, hurried to the barn to see what the loud noise might be. The wind had only blown the barn door open and the horse and the cow were alright, so the man and his dog returned to the warm fire, where the baby and the cat were sound asleep.

The rain and the wind grew softer and softer and softer, and above all the soft sounds it was only the ticking of the grandfather clock that pierced the night.

* * * * --Author Unknown

Group decides upon action for underlined words:

wind	Grandfather clock
rain	horse
cat	cow
dog	noise
baby	man

BODY MOVEMENT:

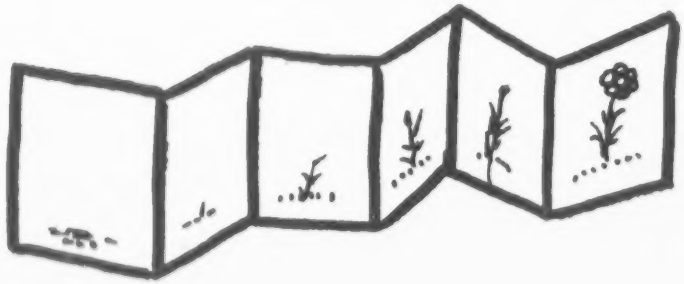
Building Skill

Some girls and boys can benefit a great deal from activities such as walking a beam, stretching and reaching, many other opportunities offered to develop coordination such as walking or moving hands around large shapes or tracing inside templates with gradually decreasing sizes of figures geared to stage of maturation.

VISUAL:

Sequence

Fold or tape together sections of paper or tagboard so that children can illustrate or clip pictures to show sequence or stages of development.



LANGUAGE DEVELOPMENT:

Word Banks

Using a small carton for a model of a bank building, place new words children offer on a card and drop them inside the model. At sharing times, let thinking grow with the use of the word or words from the bank.

LANGUAGE DEVELOPMENT:

Recognizing Shapes

From wrapping paper, cut a large circle, square, triangle, rectangle and diamond shape. Place shape on floor. Have child walk around shape, stop, describe in own words, then tell name of shape. Tape shapes on playroom floor. Have child hop, skip, slide around shape before describing it. Children may choose to play Follow the Leader around the shapes before describing each.

LANGUAGE DEVELOPMENT:

Identifying Letters of the Alphabet

On a large plastic grid, paint large letters of the alphabet. Leader calls out a letter of the alphabet, child tosses beanbag on letter or moves to stand on letter called for on grid.

LANGUAGE DEVELOPMENT:

Yarn Letters of the Alphabet

With large strips of yarn, encourage child to form tall strokes from top to bottom, next practice large and small circles beginning at top, then around left side, then to the right and to top of circle to starting point. Later, with teacher indicating starting point and direction, form yarn letters of the alphabet. This also works well in play space as child uses jump rope.

BODY MOVEMENT, SIZE/SHAPE/FORM:

Paint the Shape

With large paint brush and container of water, child paints the shape or letter requested by the leader on chalkboard or sidewalk. Children discuss

Paint the Shape, Con't.

the qualities of the shape or letter painted and take turns at responding to requests.

BODY MOVEMENT, SIZE/SHAPE/FORM:

Exploring Space

Children respond to questions like the following: Is it possible for three children to form a triangle? Can four children form a square? Can a few children form a small circle? Can a few more children form a larger circle? Can the entire group form a very large or extended circle? Is it possible for this circle to become a smaller circle? How small a circle can be formed by all the children in the group?

AUDITORY DISCRIMINATION, LANGUAGE DEVELOPMENT SOUND AND SYMBOL:

Matching Sound and Symbol

With a large plastic grid showing letters of the alphabet, leader speaks a word, child shows, on grid, which letter of the alphabet represents the beginning sound of that word. Or, from supply of large laminated letters, child brings forth the letter that represents the beginning sound of word spoken. Activity may also be used for ending or rhyming sounds. Practice.

LANGUAGE DEVELOPMENT

Word Opposites Activity

Two teams are needed. One team is to be seated, one standing. Member of one team offers word, opposite team member gives word with opposite meaning.

LANGUAGE DEVELOPMENT, SOUND/SYMBOL:

Categories

Pictures may be cut from magazines or catalogs and pasted on tagboard, leaving blank spaces for the ABC cards. Using ABC flash cards, have the children place the correct letter underneath the correct picture, i.e., Alligator, Bear, Cow, Child, House, as pictures are displayed by group member.

SELF CONCEPT:

Make a Face

Draw a face on the board (without) features. Give a task to a child. If the task is completed correctly, child makes the face show feelings about how well the responsibility was handled to serve the group.

VISUAL, LANGUAGE DEVELOPMENT:

A B C Book

Put a letter and an object on each page for each letter of the alphabet. You may wish to put the upper case letter in the upper left hand corner and the lower case letter in the lower right hand corner with the picture in the center of the page. Child illustrates each page.

LANGUAGE DEVELOPMENT:

Feed the Bear

Construct a bear out of heavy paper. The children are allowed to feed the bear A B C cookies, color word cookies or number word cookies, if known. Variation: Construct a fish and feed it words, or construct a monkey and feed it bananas.

VISUAL/AUDITORY, LANGUAGE DEVELOPMENT:

Stairway to the Stars

Cut from paper, colored stars. Place them high in the room, above a ladder. Prepare a tagboard ladder with a letter of the alphabet on each rung. Child advances up ladder by offering a word for the beginning sound indicated, or for the ending sound indicated. Later, child may be able to idnetify both beginning and ending sounds for a word. Child who reaches top of ladder earns a colored star.

LANGUAGE DEVELOPMENT, VISUAL DISCRIMINATION:

Pop It In The Pocket

Prepare a large tagboard shape of a doll or kangaroo. Put on it a real apron with a real pocket. Prepare flash cards of letters of the alphabet, color words, number words, or names of children in the group. Children take turns. If card can be read by child choosing it, card goes in the pocket.

LANGUAGE DEVELOPMENT, VISUAL DISCRIMINATION:

Classify It

Provide a set of flash cards for number words, color words, names of children in group. To accompany these cards, prepare a chart headed colors, numbers, children. Let a leader pass cards out to children. Each child gets a chance to place cards under proper heading on chart.

CHILDREN	COLORS	NUMBERS

LANGUAGE DEVELOPMENT:

Bean Bag Rhymes

Large cards are provided with rhyming words printed on them. Cards are shuffled and placed in a line on the floor. Child taking a turn has two bean-bags. To succeed in turn, child must toss bag on two words that rhyme, wherever the cards are in the lineup.

AUDITORY,LANGUAGE DEVELOPMENT,FOLLOWING DIRECTIONS, BODY MOVEMENT:

The Robot Game

One child volunteers to be the robot for the group. Teacher or leader gives two step directions (later, three, four, five step directions). Group members observe robot to see that directions are followed correctly. Vary play with different body movements, different weights and kinds of materials.

LANGUAGE DEVELOPMENT, COLOR MATCH:

Match a Color or Match a Word

Have two boxes, each containing cards of the eight colors. First, children play by matching colors. Later, cards with only color names printed on them are left in one box. One child holds up a color, another child finds the name card for that color.

LANGUAGE DEVELOPMENT:

Word Categories

Provide container with pictures or cutouts of articles of clothing. Have children identify

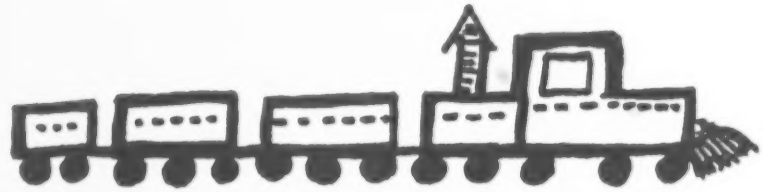
Word Categories, Con't.

each article of clothing (shoes, hat, dress, jeans, gloves, mittens). Later provide another container in which you place one printed name for an article of clothing each day until all names of pictured clothing have been provided for the container. One child selects a cutout of picture of clothing item, another child selects name to match. With heavy string and clothes pins, a clothes line may be added so that children can pin up cut out and matching label.

LANGUAGE DEVELOPMENT:

Rhyme Train

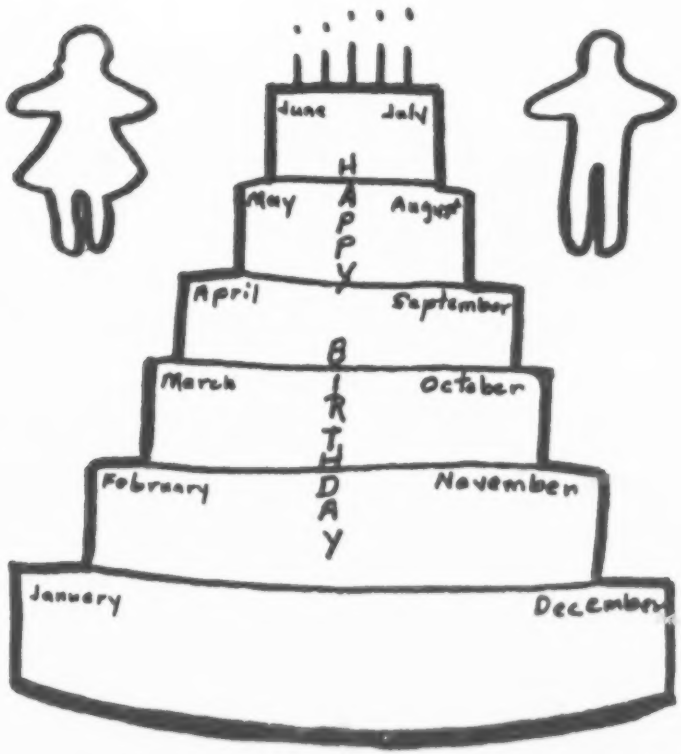
Prepare: Accordian folders with train cars on pages. Tops of cars are open to hold cards. On each train car is a picture (pie, lake, car, etc.) Other pictures are on small cards.
Children take turns choosing a card and putting it in the train car with which it rhymes. (Example, gun and fun would go in the train car with the picture of sun.) Vary for child learning letters of alphabet, as each child correctly identifies the letters of the alphabet, a car is added to train. After the children have identified all the letters and placed them in correct order, have them say in unison and correct sequence, all of the 26 letters.



LANGUAGE DEVELOPMENT:

Months of Year

Build a large poster of a six layer cake. Make it as simple or elaborate as you wish, or even make it a twelve layer cake. Show on it the twelve months of the year. Prepare a cutout of a girl and a boy or use happy faces for both. Place each on the proper layer of the cake as you recognize the birthday month of each child in the group.



LANGUAGE DEVELOPMENT:

Alphabet, Vowels and Consonants (for those ready)

After children are familiar with letters of the alphabet, give each child a choice of two favorite colors of paper. Over a reasonable period of time, cut out letters of the alphabet following discussions about which letter is a vowel and which a consonant. You may wish to look at newspaper headlines to decide about use of vowels. Cut vowels out of one color, consonants out of another. Vary by stringing on yarn to use in play. You may also use a large hand shape to call attention of vowels AEIOU. This is a good winter time activity and when it is finished, it may be taken home to invite shared effort of home and school.

LANGUAGE DEVELOPMENT:

Build a Chart

For a highly rewarding experience of the group, have children summarize in discussion of the highlights of an activity. When they offer ideas about the best parts of the action, print the summary. Let children add their illustrations. Three ideas are offered here. A multitude of possibilities remain for exploration.

Cocoons

Last fall we gathered some old, dry cocoons. We kept them all winter. Today, out came bright, beautiful butterfies.

Bulbs

We planted bulbs in old cartons. We watered them. Something new and green and shiny is coming out of the old, dry bulbs.

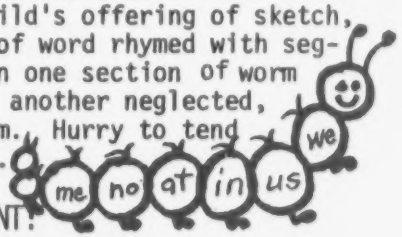
Beans

We put bean seeds between paper towels. We watered them and put them in the sun. The seeds got bigger and bigger. Little sprouts came out. Tiny plants are growing now.

LANGUAGE DEVELOPMENT:

Worm Squirm (Rhyme)

With circles, build a worm. Leave space at top of each segment to slip child's sketch or sketch and label of a word that rhymes with the word printed on the segment. Have Think and Sketch Time. Close this with child's offering of sketch, on card provided, of word rhymed with segment of worm. When one section of worm is heavily loaded, another neglected, the worm may squirm. Hurry to tend neglected segments.



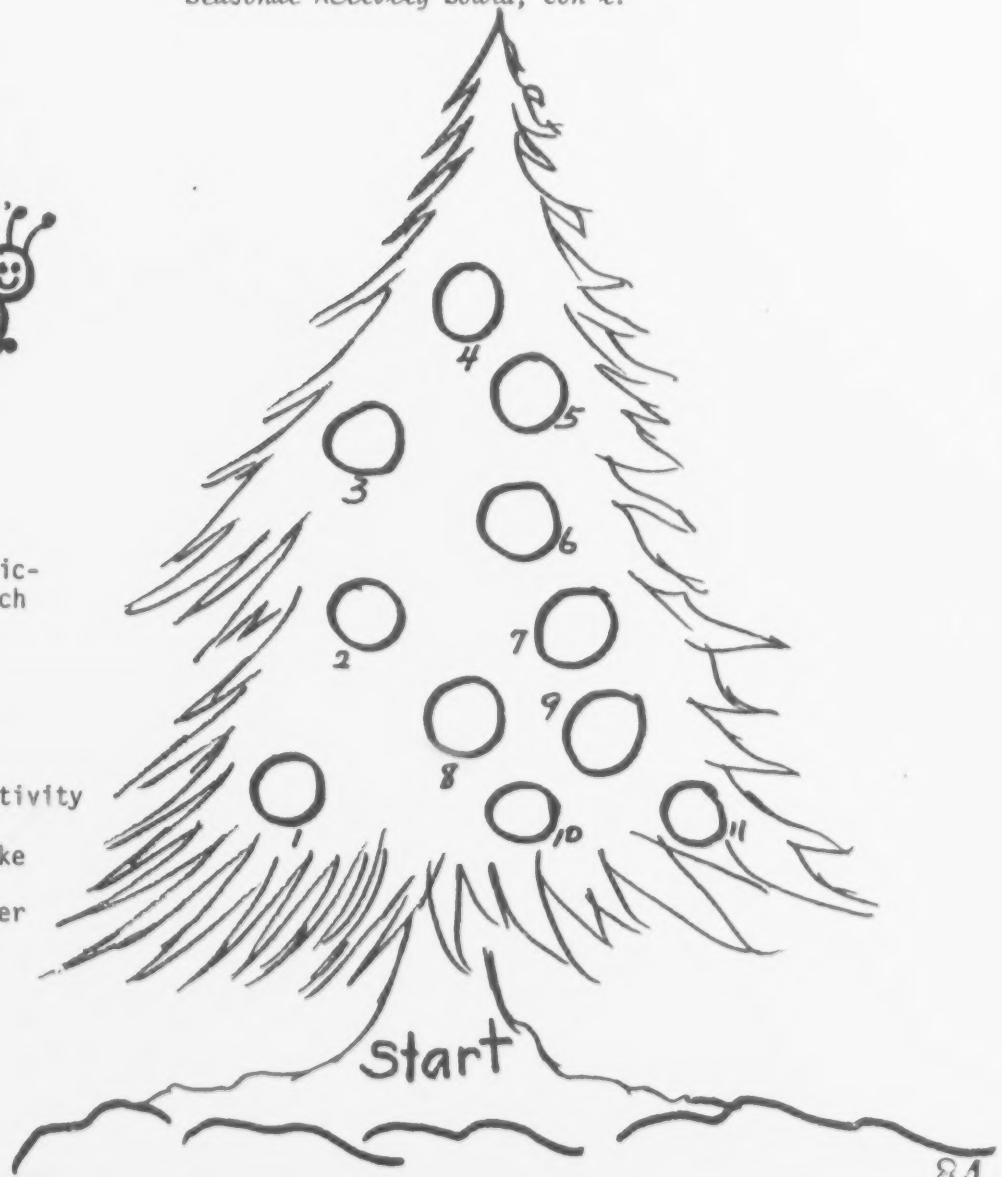
LANGUAGE DEVELOPMENT:

Seasonal Activity Board

Materials: tagboard, pictures, spinner. Make a game board in the shape of a seasonal symbol. Make a "path" of small pictures beginning with consonant letters which have been studied. Each player places a different colored marker on "Start". Taking turns, the players spin spinner and advance that number of spaces only if child can name the initial sound or give a word beginning with the sound on which marker lands. If sound is key sound of activity (A for apple) player gets a bonus turn. Variation: For an independent activity, make letter cards to match the pictures on the board. Children then put the correct letter on the picture.

Make spinner.

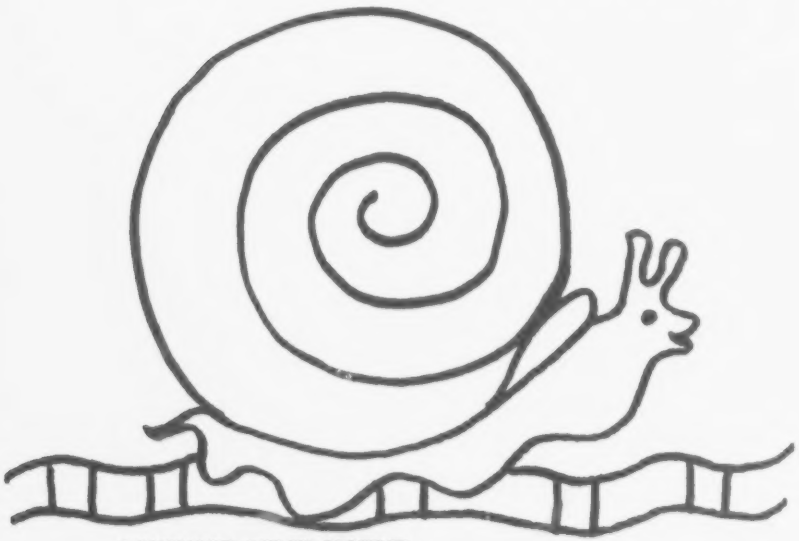
Seasonal Activity Board, Con't.



LANGUAGE DEVELOPMENT:

Snail Rail (Rhyme)

With large yarn or string, prepare a large snail. Print words on cards to pin on spiral of snail. Child or team takes one word at a time to build rhyme rails on track below snail.



LANGUAGE DEVELOPMENT

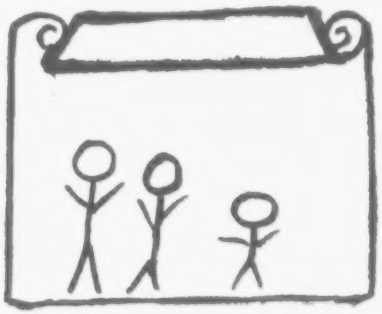
Sequences

Materials: fables or fairy tale books
Read a fairy tale such as "Little Red Riding Hood." Give the children a set of pictures showing the story at different stages. Have them arrange the pictures in the order of the sequence of the story. Then have the child retell story while pointing to the pictures.

LANGUAGE DEVELOPMENT

Reading Pictures

Using roll of paper and cardboard box, have the children hear a story. After hearing the story, the children draw pictures depicting scenes from the story. The children put the pictures on a roll of paper. The roll is fixed to a cardboard box. The children have the story pictures rolled to one side. They roll it to the other side as they retell the story.



LANGUAGE DEVELOPMENT:

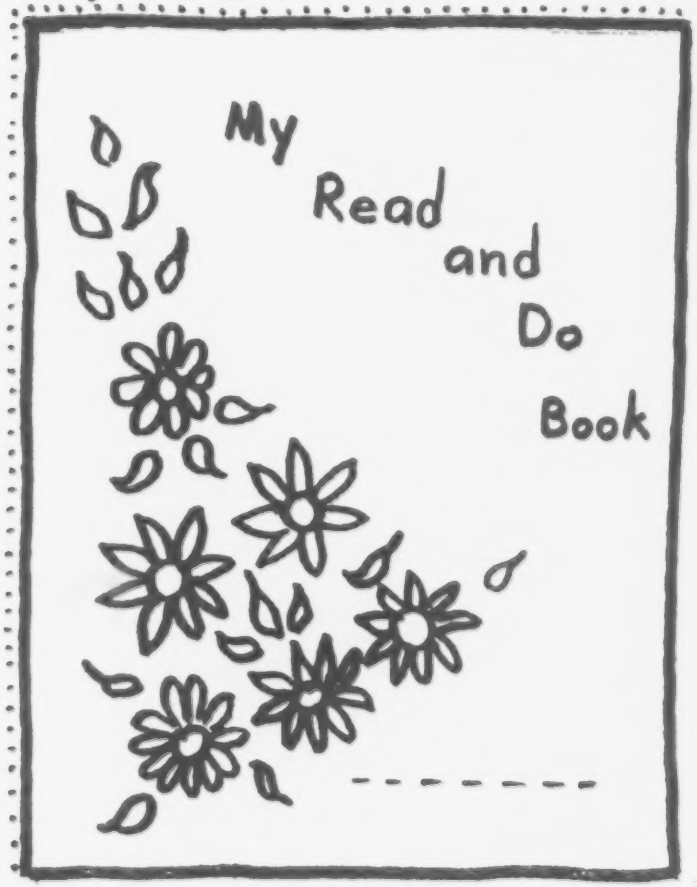
Read and Do

Materials: box, slips of paper
On slips of paper, write sentences that give simple two step directions. Place the slips in a box and have each child draw one. After all the children have had time to know (read by teacher or helper) and think about the directions, have each one get up and follow the directions. Other children may try to guess what is printed on the slip. If they cannot guess, the child following the direction may give hints.
Example sentences: (1) Be a rabbit, hop around and eat a carrot. (2) Be a bird, find a worm, take it to tiny birds in the nest.

LANGUAGE DEVELOPMENT:

Read and Do Books

Fold twice one sheet of paper into four sections to make a little book. Entitle this "My Read and Do Book". On the inside, print or have mimeographed a familiar word on each of the two pages. Child reads and responds to print. After more action words are familiar, pages can be added so that the booklet can be shared with family and friends.



AUDITORY:

Different Tones

Fill glasses or jars (like containers) with differing amounts of water. Tap edge of container with rhythm stick or soft malet. Listen for the various sounds. (With like containers, it is possible to build near range of octave tones and use to enrich music time.)

AUDITORY:

Categories of Sounds

After many discussions of sounds and many listening experiences, begin to build an ongoing chart of categories of sounds.
Happy--Alarming--Funny--Nice--Noisy.

VISUAL, AUDITORY:

Sequence

Using many small objects to choose from (plastic spoons, toys, animals, tiny toys) let teams build short sequences. One team calls forth a member to build a sequence of objects. The other team sends forth a child to view sequence carefully, then leave area. First team changes sequence. Other child returns to area, restores original model.

VISUAL:

See my Pattern. Look. Copy.

One child builds pattern with various shapes of paper, with wooden beads, or with blocks. Child from other team looks once, then builds like pattern. Vary, later, by having longer pattern built, by having the team member look, then having pattern covered while child repeats pattern from memory. Teams may also work with completion of only a portion of the pattern.

LANGUAGE DEVELOPMENT:

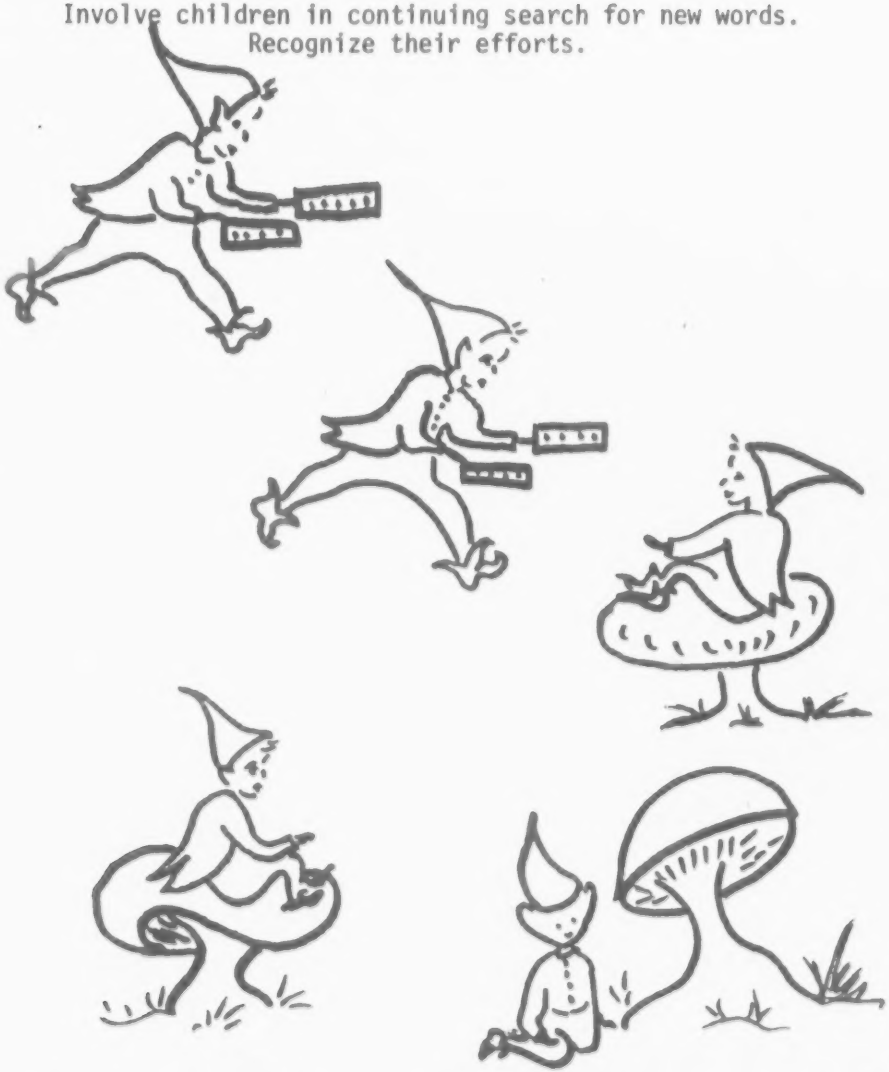
Birds Bring New Words

Let children search for words that help them express ideas about observations of birds (or any animal or insect observed). Print their word offerings on cards to show with display (nest, eggs, birdhouse, fly, flight, flutter).

LANGUAGE DEVELOPMENT

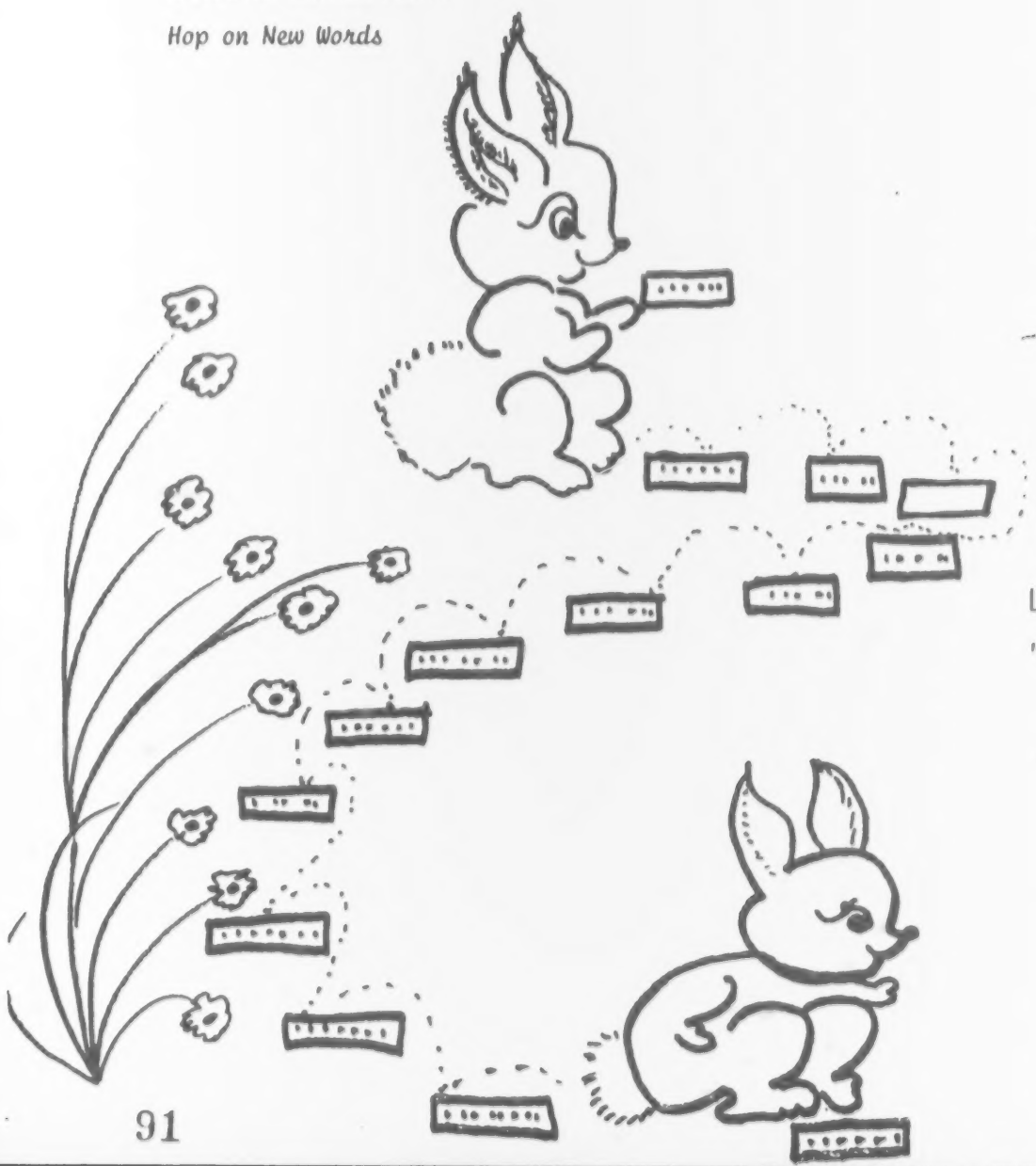
"Let Your Word Power Mushroom"

Involve children in continuing search for new words. Recognize their efforts.



LANGUAGE DEVELOPMENT:

Hop on New Words



LANGUAGE DEVELOPMENT:

"Be Wise--Listen for New Words"

or

"Listen, Look, Search for New Words"

LANGUAGE DEVELOPMENT:

Climb in Word Meanings

Prepare a paper ladder or paper staircase. On every step, place a card showing, in print, a very new, very important word for which a child has carefully explained or shown the proper meaning. Vary with need within group for color, season, number, action words, or: The Bunny Hops on New Words - The Owl is Wise in Word Meanings - Watch Word Skills Mushroom - Stretch Your Vocabulary - Compare Words - Gather Word Skills - Fly High With New Words - Busy as a Bee With New Words - Be a Beaver About New Words.

LANGUAGE DEVELOPMENT:

Number Words

Cover and decorate juice cans or vegetable cans. On outside, show numeral and word along with adequate shapes to represent meaning. In each container, place correct number of marbles, jacks, number sticks or pegs, small blocks, paper clips or paper shapes. Check frequently to see that the "inaccurate elf" has not been playing with class materials. Vary with a large Put It On The Line number strip on the floor and let a child stand on each numeral on the line for the number value indicated. Have another student choose proper container to verify that there are matching children and objects.

LANGUAGE DEVELOPMENT:

Stages of Plant Growth

Use clear plastic cups to help in observing stages of development. For example, line the cup with several thicknesses of paper towel, place seeds between cup and paper towel. Then keep paper toweling moist. As changes take place, label cards such as 1. seed, 2. sprout, 3. stem, 4. leaf. After observing the changes that were taking place, children may offer a story for print. They may also choose to illustrate this story.

LANGUAGE DEVELOPMENT:

Number Words

Teacher obtains from pharmacy for each child a small plastic bottle to hold toothpicks, number sticks or small items for coutning. These are used to count out right amounts of items to represent number word card in view at time.

SELF CONCEPT:

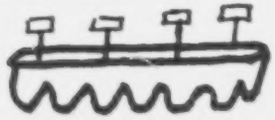
Faces

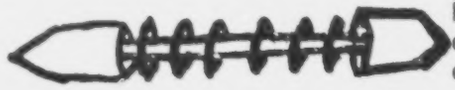
Teacher prepares large oval shapes for children. When special or unusual situations present themselves, children may wish to sketch faces showing how they feel about the situatuion. It is also possible to give several oval shapes to each child, then let the group discuss and illustrate different facial expressions for different emotions such as happy, sad, tired, puzzled, and others.

LANGUAGE DEVELOPMENT:

Categories

Use egg cartons to classify or sort various kinds of materials. Children may choose to find different types of seeds, different types of materials or sort findings from a nature walk. By putting a label on each indentation in the carton, children may gather materials to represent likenesses or differences.





AUDITORY:

Matching Sounds

Line baby food jars with foil or cover them with contact paper. Make two sets of jars, one set with red tops, one with blue. Place in a jar from each set any noise making items such as pins, popcorn, pebbles, paper clips. Child takes turn shaking a jar from one set, then searches until jar with same contents is located in other set.

RESPONSE TO SOUND:

Tap as I Tap

Follow the rhythm sticks by tapping out same rhythm offered for listening. Clap out the syllables in a name.

LANGUAGE DEVELOPMENT, AUDITORY:

Fun With Number Words

To the tune of Farmer in the Dell, children play out number facts or work with flash cards for numbers or number words. Children begin by singing:
"Oh, one and one are two, one and one are two, think about our numbers now, See, one and one are two."
This is sung as children move about to form number facts. This can also be done with taking away numbers as in "Oh, one from two leaves one. . . ."

LANGUAGE DEVELOPMENT, NUMBER WORDS:

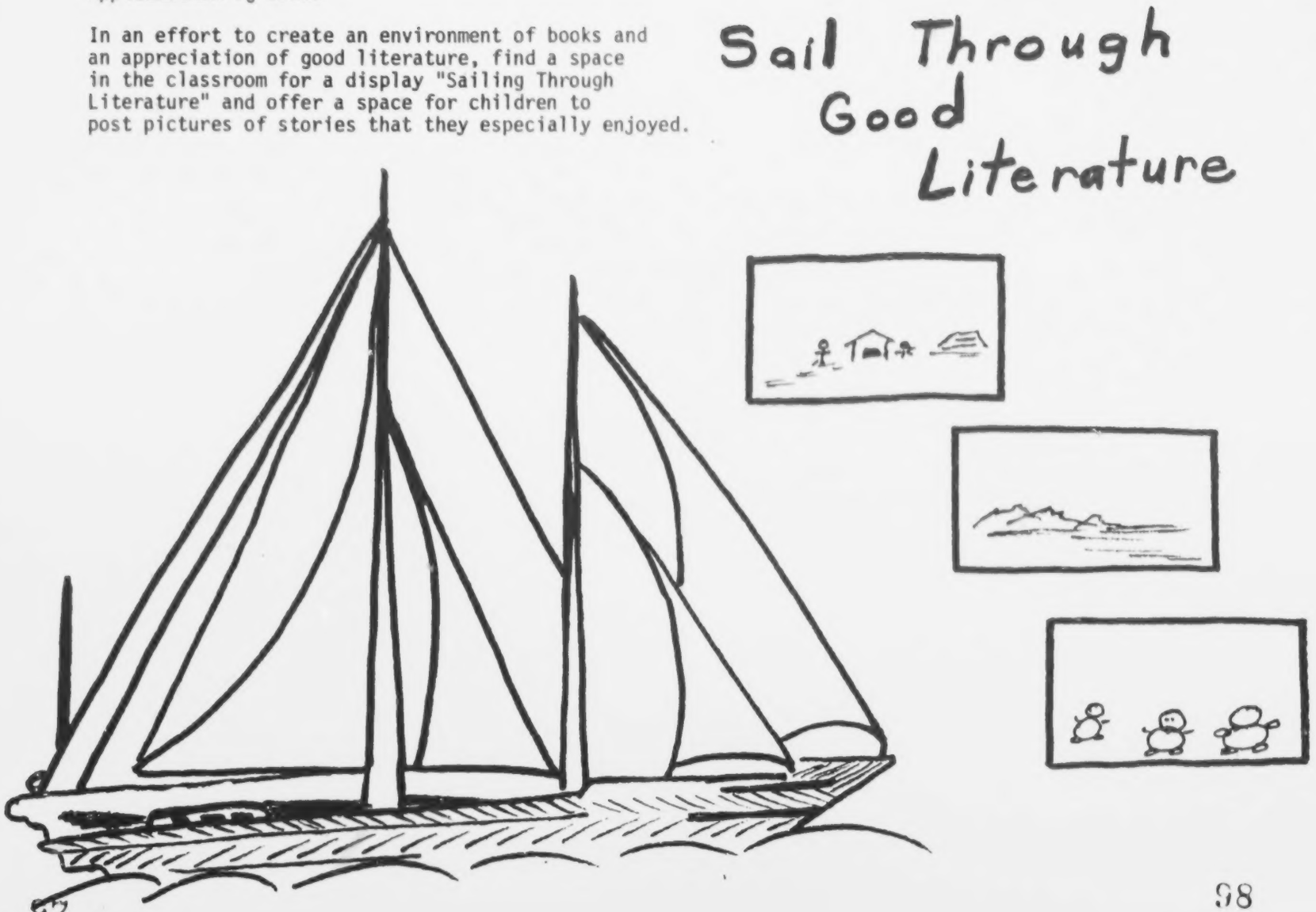
Counting

Furnish each child a new pencil with separate erasers that slip over the end of the pencil. Put on each pencil ten plastic rings or ten small washers to be held on the pencil by the erasers. Have these little counters at discussions about number values and let children show how many or match another's grouping.

LANGUAGE DEVELOPMENT:

Appreciation of Books

In an effort to create an environment of books and an appreciation of good literature, find a space in the classroom for a display "Sailing Through Literature" and offer a space for children to post pictures of stories that they especially enjoyed.



LANGUAGE DEVELOPMENT:

A Tour Through Good Literature

Let children discuss and evaluate their favorites from stories and books.

SELF CONCEPT

It is during this early readiness time in the development of the young child that positive attitudes, good feelings about values, and good relationships with others can foster favorable growth for present and future learning.

The self concept can limit or extend all efforts to learn or to welcome challenge or to thrust ahead with initiative and creative effort and thought.

The young child needs to feel valued as an individual, accepted, secure in the immediate life space before it is possible to successfully experience the ever-expanding world around.

The way the child feels about self regulates the way all others are met, treated, interacted with in the increasingly complex school environments.

The teacher may look upon the child's self concept as a mirror image of the judgment of others.

SELF CONCEPT, THE SENSES:

The Positive Self-Concept

The child artist depicts with pencil, crayon, colored chalk, clay, paint, or finger paint, the sketches or models for special displays such as:
SEE ME - THIS IS ME - THIS IS ME, NOW - THIS IS ME, LATER - THIS IS ME WHEN A BABY - SEE MY FAMILY - SEE OUR HOUSE - SEE MY TOYS - MEET MY PETS - THINGS I CAN DO TO HELP - THINGS I LIKE - THINGS I LIKE TO SEE - THINGS I LIKE TO HEAR - THINGS I LIKE TO SMELL - THINGS I LIKE TO TOUCH - THINGS I LIKE TO TASTE - WHAT I WILL BE WHEN I GROW UP - WHAT I WILL DO WHEN I AM GROWN - WHERE I WILL GO WHEN I GROW UP- WHAT I WILL MAKE WHEN I AM GROWN - WHAT I WILL CHANGE WHEN I GROW UP - WHAT I WILL GIVE TO OTHERS- WHAT I WISH - WHAT I WILL DO FOR OTHERS - WHAT I THINK ABOUT - WHERE I WILL LIVE WHEN I GROW UP - WHAT I WILL READ ABOUT WHEN I AM JUST A LITTLE BIT BIGGER - THINGS I CAN TALK ABOUT NOW- WHAT I WILL TALK ABOUT WHEN I AM BIGGER- THINGS I CARE ABOUT NOW - THINGS I WILL CARE ABOUT WHEN I AM OLDER - THESE ARE MY FRIENDS - THESE ARE FUN THINGS - THESE ARE MINE (Teacher or helper or parents stand ready to print with happy, accepting presence that indicates the positive warm "This is your very own expression. What you say can be printed. What is printed, we can read. What is printed and read can be enjoyed and shared. It can be made into a book to be kept and treasured. It can help others to see and read and remember what you were like when you were _____ years old.")

LANGUAGE DEVELOPMENT:

Good Feeling Words or Word Time

In small group activity, children discuss words that please them. They tell about words that make them feel happy or glad, friendly or loved. After a time, all children become quiet to think about words that please them. Each child has a turn to say a word, have teacher and group repeat that word, then child tells how that word makes him/her feel or what reminds him/her that he/she likes that word. Word is then used in sentences or may be used to tell a short story. At first, words may come from poems, fingerplays, storybooks. Later, children may be given time to search through pictures or books for ideas about words. Following this time, children come together for a more mature session wherein words offered are printed or sentences or stories are printed using words offered. Vary above by using Rhyme Time as starter for word time.

LANGUAGE DEVELOPMENT:

Words and Actions

Children take turns responding when leader sets mood by offering a suggestion for expression.
"Tell what you say and how you look when you . . ."
...catch a butterfly ...pick a rose and the thorn sticks you ...feed your pet ...get a surprise ...find a frog ...eat a sour pickle ...taste a warm cinnamon roll ...taste hot chocolate and eat animal crackers ...plant seeds in your garden ...pick up a tiny bird that has fallen from its nest ...catch a fish for the first time ...call for help ...talk to someone on the telephone ...find a very nice rock or shell ...find a new friend ...see a friend from long ago ...watch a worm crawl on a plant ...hold a ladybug ...watch a spider spin a web ...taste pancakes ...build a block castle and it falls down ...dig in the garden and find a long worm ...look at a peeled onion ...watch a bee on a flower ...dress like your mother/gradmother ...dress like your father/ grandfather ...mow the grass ...play in the mud

Words and Actions, Con't.

...hear a strange noise ...watch a storm ...see a rainbow ...get a birthday present ...get in a "too cool wading pool" ...watch a goldfish (or a puppy, or a calf, or a colt, or a robin)

SELF CONCEPT:

Draw a Self-Portrait

On large piece of wrapping paper let one child make tracing of child's figure. Child then colors large outline like self. Trace over large copies of the child's name or name may be made in any special materials. Make tape recordings and listen to individual child's voice. Child dictates a story about Me. Play creatively to understnad self, family, environment and each other. Communicate many opportunities to know child and members of the group. Draw faces that are happy, sad, pleased, sorry, glad, wondering, seeing far. Learn words that help to describe play, clothing, food, activities, homes, school, friends, qualities and experiences enjoyed and experiences that are enjoyable. Make a series of pictures of stories or books that have been heard or enjoyed. Learn to take turns and to share in feeling and thinking about situations in the readiness experience. Listening to child and recording what child has told or said or experienced.

DIRECTIONALITY, BODY MOVEMENT:

Developing Coordination

Move a small toy across the table from left to right. Make toy animal follow a tape across table or floor from left to right. Follow a row of dots on chalkboard. First, scribble on chalkboard with both hands, then with dominant hand. Scribble,

Developing Coordination, Con't.

print, color or paint to music. With eye movements, follow the movement of a ball attached to a cord while a member of group swings it. Be sure to keep head still, only eyes move.

FINE MUSCULAR COORDINATION, BODY MOVEMENT:

Challenge Fine Muscle Coordination

Models clay figures and objects - tears paper dolls, trees, toys, pictures - Paints with water on the chalkboard, letters, designs, shapes - finger paints - paints with large brush on easel paper - cuts out pictures and forms - stitches large sewing cards - strings large beads - builds many structures with blocks - does simple woodwork with only two or three steps (boat, airplane) - colors pictures - traces around shapes such as triangle, circle, square, rectangle, diamond, also traces stencils, traces around dotted letters in name, traces letters of alphabet and openings made by the removing of letters; if tracing seems difficult, have tracing done on sandpaper, textured material or paper towel - work with puzzles that are large and have few pieces, later work with smaller puzzles that have a greater number of pieces - arrange pegs in a pegboard - play with a feely board - play lacing shoes, zipping zippers, buttoning buttons, tying shoes, putting on gloves - direct child to fold a paper in four sections, put a picture on two spaces, later place a letter or figure on the first and third spaces or on the second and fourth - fold a paper, on first fold, color a triangle, on second, a circle, third, a square - tear or color figures for the three bears - draw wheels, small, medium, large wheels - paint boxes that are large, small, medium - draw lines that are short, long, longer.

LANGUAGE DEVELOPMENT:

Special Days

For special days, make any very simple paper hat or headband to wear for a march or parade. Try a South Dakota Day hat with a simple outline of the state map stapled on the band. Home area may even be indicated on map. Try a Librarian's Day or a Principal's Birthday hat or a hat in recognition of a resource person who has done much to bring joy to the group. Brief, happy time of recognition can, later, be expanded into the printing of a statement about the day, a mimeographed statement added to the hat, or a short group created story about the positive contributions. These special recognition times serve joyously for gray, indoor weather days. These hat wearing days may also be tied to invitations or communications of gratitude.

SELF CONCEPT:

Golden Deeds or Goodness of Children

Children and teacher prepare a shape of any size rainbow on a wall space or display frame. The rainbow can be made of yarn, tissue paper, crepe paper, child cut outs, various shapes of colored material, or painted on foil. At one end of the rainbow, place large figures of a girl and boy. At the other end of the rainbow, place a large shape representing the pot for gold. On this print GOLDEN DEEDS OF CHILDREN. Near this, provide many large circles cut from gold colored construction paper. On these circles, when situation demands, print a positive statement about a child's kindness or ability to share with the group. (Sally helped Tim) (Billy shared _____). This activity can be ongoing and parents may be advised of child's deeds.

SELF-CONCEPT:

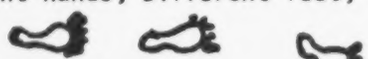
Helper Feathers

A cap, hat, headband is prepared for the child. Each time a task that serves the group is successfully completed, child may cut or color a feather and add it to the head dress.

SELF-CONCEPT:

I'm an Individual

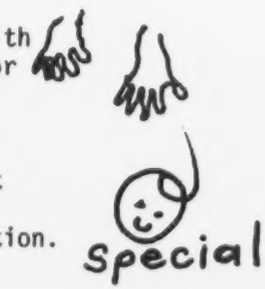
On a large piece of paper, child traces around each hand, then traces around each foot. Above these tracings, child draws a picture of self trying to get the coloring of hair and eyes as realistic as possible. Children may have a sharing session wherein they show their pictures enjoying the starter, "Different hands, Different feet, DIFFERENT ME."



SELF-CONCEPT:

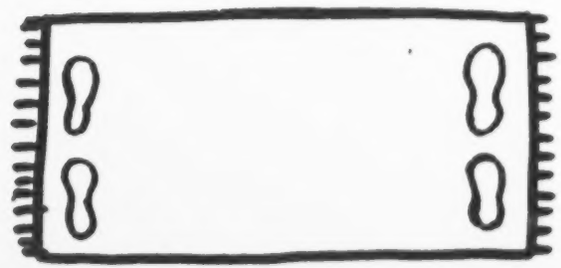
Individualized Rest Mats

For rest time for a week, children may enjoy making individual wrapping paper rest mats with self-printed name and any border or picture or fringe that pleases them. When not in use, mats can be rolled and held tightly with a rubber band. Vary by making a place mat for snack time. Mats might bear hand print, foot print in socks (moccasin print) number of feathers in head dress, any other representation.



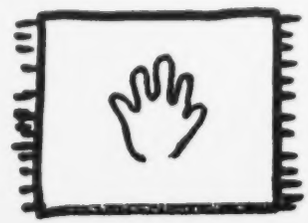
Individualized Rest Mats, Con't.

Moccasin Print



Name

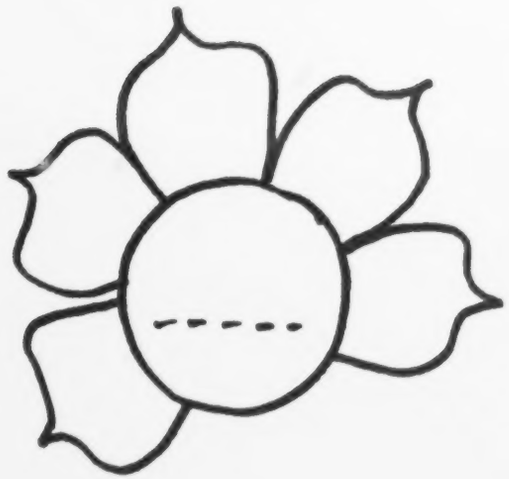
Hand Print



SELF CONCEPT:

Watch Me Blossom

Prepare large flower centers for each child. Petals are added to the centers when duties are successfully completed within group. These also may be mounted on a WATCH ME BLOSSOM display.



BODY MOVEMENT:

Wipe Out

Have leader or teacher draw large circles, squares, triangles on chalkboard, one figure at a time. Call children to come forth and wipe carefully with finger or small eraser or cloth, the entire sketch. (Observe with care the direction taken to erase figure.)

FOLLOWING DIRECTIONS:

Readiness Recipe--Peanut Butter Kisses

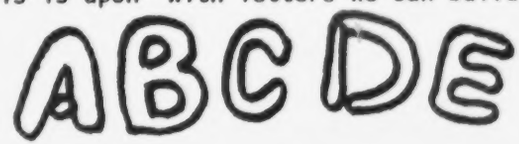
1 cup honey
1 cup peanut butter
2 cups powdered milk
Stir. Roll into Balls. Enjoy at snack time.

Vary by searching for simple recipes that can be printed in few steps. Offer rich opportunities to measure, mix (everyone gets _____ stirs?), smell, touch, taste.

LANGUAGE DEVELOPMENT, BODY MOVEMENT, VISION:

Alphabet

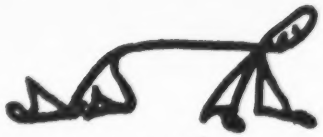
With clay, play dough, or plastic material, children play at shaping of letters of the alphabet. After this is done with ease, children pool results and with word card or book before them, build a copy of a title or name. Emphasis is upon "With letters we can build words."



VISUAL, BODY MOVEMENT:

Action Words

Prepare cards or on full sheets of paper, make a felt pen sketch of an action, then label it with one word. Encourage child to look and do, to respond without verbal response. After this becomes easy, print a sentence under the picture. Group might first decide what action to take, then demonstrate the meaning of the picture and sentence.

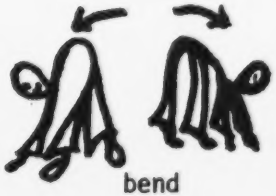

crawl

run

fly

bounce

stretch


bend

march

jump

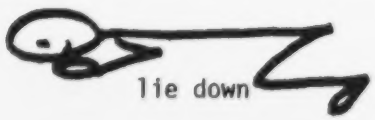
spin yo-yo

sit

hurry

climb stairs

bat a ball


lie down

kick a ball

do a cart wheel

rest

READINESS CHECKLIST

Social and emotional development

Ability to keep track of own property

Willingness to try new activities

Tolerates reasonable amount of frustration

Reasonable attention span

Perseveres for a reasonable time at a task

Makes choices and is responsible for the follow up for that choice

Plays cooperatively

Shares, takes turns, helps

Follow directions

Senses the feelings of others

INDIVIDUAL RECORD FOR READINESS PERIOD

DATE _____

Child's name _____ Printed by child _____ Teacher _____

Does child understand concept of right to left, top to bottom of page? _____

Does child use left to right progression in coloring, painting, handwork? _____

Does child make reversals in copying symbols? _____

Does child rub eyes or squint? _____ Show evidence of discomfort when viewing things? _____

Does child enjoy books and pictures? _____

Does child respond quickly when called upon? _____

Does child evidence responsive facial expression when listening? _____

Is child active? _____ Alert? _____ Curious? _____

Does child enjoy playing alone or in small groups of other children? _____

Does this child most often lead or follow? _____

Apparent coordination in play activities and rhythms. _____

Can child skip? _____ Hop? _____ Hop on one foot? _____ Tiptoe? _____

Apparent social maturation. _____

Emotional maturation for chronological age. _____

Physical condition. _____

Language development _____ Speech sounds _____

Special needs _____ Special abilities _____

Record may be accompanied by medical record, dental record, results of vision check, record of hearing test.

RESOURCE MATERIAL FOR CHORAL EFFORT, FINGER PLAYS, LISTENING, DRAMATIZATION:

Curiosity

Tell me, tell me everything!
What makes it winter
And then Spring?
Which are the children
Butterflies?
Why do people keep
Winking their eyes?
Where do birds sleep?
Do bees like to sting?
Tell me, tell me please, everything!

Tell me, tell me, I want to know!
What makes leaves grow?
Why do goldfish
Keep chewing? And rabbits
Warble their noses?
Just from Habits?
Where does the wind
When it goes away go?
Tell me, or don't even grownups know?

--Harry Behm

Four Seasons

Springtime is a green time
When seedlings start their growing.
Summertime's a rainbow time
When many blooms are blooming.
Autumntime's a brown time
When seeds are ripe for sowing.
But wintertime's a white time
(It is the flowers' nighttime)
When stars of frost are glowing.

--Rowena Bastin Bennett

This I Know

Summer, Winter, Spring, or Fall,
I am happy with them all.
Every morning, noon or night,
Each one has its own delight.
Sun or rain or cloudy day,
Time for school or time for play,
Life is happy this I know
Just because I make it so.

Five Little Bees

Five little bees on a day so sunny
No. 1 said, "Let's make some honey."
No. 2 said, "Where shall it be?"
No. 3 said, "In the old honey tree."
No. 4 said, "Let's gather pollen sweet."
No. 5 said, "Let's take it on our feet."
So the five little bees went buzzing along
humming their busy little song.

The Beehive

Here is the beehive.
Where are the bees?
Hidden away where nobody sees.
Soon they come creeping out of
their hive---
One-two-three-four-five.

Poetry in this section taken for creative play activities from:

Nature Rhymes K-8
Compiled by Barb Hyland and Rita Brown
Interlakes Environmental and Outdoor Education
Chester Area Schools, Chester, SD 57016

The Wind

The wind in the Spring
Is a teasing thing
It tickles the feathers
Of birds on the wing.

In Summer the wind's
Like the fish's fin.
It ruffles the surface
Of lakes where it's been.

With bustling and hustling,
Like kittens tussling,
The Autumn wind sets
The dry leaves rustling.

The Winter wind spreads
Its bluster and blow--
Its lost in the hush
Of falling snow.

--J.J. Berg

The Rain

Pitter-patter, raindrops,
Falling from the sky;
(Wiggle fingers to imitate falling rain)

Here is my umbrella
To keep me safe and dry.
(Hands over head)

When the rain is over,
And the sun begins to glow,
(Make large circle with arms)

Little flowers start to bud
And grow and grow and grow!
(Cup two hands together, spread hands apart).

Raindrops

Splish-splash!
See them dash
Into a muddy puddle.

Drip-drop
Now they stop,
On new green leaves they huddle.

Zig-zag,
Playing tag,
Down misty window glasses.

Plip-plop
Jump and hop
On every hat that passes.

Slip-slide
How they glide
Down our necks and noses.

Ping-bing,
Singing spring
To butterflies and roses.

--Laura Arlon

December

Drifting downward through the sky, comes the glistening
snow;
Floating, whirling, twirling by, down to earth below.
Snowflakes, snowflakes, large and small, far as eye
can see;
Happy children, one and all, into the snowflakes flee!

--Ben Wood

Puddles

When I was very little I
Walked carefully round each bit of sky
That lay there, just as plain as plain,
Upon the sidewalk after rain.

For I was so afraid, you see,
Of falling way down past the tree,
Past the house and the clouds, too,
Way, way down into the blue.

But when I got as big as four
Years old, or maybe more,
I stepped in one--just with my toe--
To see how deep it was, you know.

And when I found I did not drown
In the pool of up-side-down,
I got as brave as brave could be
And stepped in everyone I'd see.

--Sister St. Simon

When Summer Talks

When Summer talks, she uses birds
And brooks and bumblebees for words.
In the meadow, by the creek,
Yesterday I heard her speak.

All the windy tree tops knew
What she said--and I did too!
What it was I did not tell,
But I understood her well.

If you listen while you play,
You may hear her speak some day;
"Boy or girl or wind's blown tree,
Come along and talk to me!"

--Ernestine Beyer

Jack Frost

Jack Frost nipped my fingers.
Jack Frost pinched my toes.
Then with icy hands he touched
My cheeks, my ears, and nose.

When I ran inside the house
Where he could not follow me,
On all our window glasses
Frosty pictures I could see.

Painting pictures was the way
Jack Frost had of saying,
"I'm sorry if I hurt you
But I was only playing."

--Laura Arlon

I Wonder

A snowflake landed on my nose,
  and slid a little way;
Another followed, then a third
  Joined them without delay.

More snowflakes followed, thick and fast,
  And slipped down, side by side--
I wonder if they thought my nose
  Was a toboggan slide?

--Frances G. Risser

Snowman

I made a little snowman,
He is so fat and round,
I made him from a snowball,
I rolled upon the ground,
I gave him eyes and nose and mouth
And nice warm scarf of read
I put some buttons on his coat
A hat upon his head.

Because It's There

A green grassy hill
Can be lots of fun,
With a blanket of snow
Or in warm, friendly sun.
In summer I roll
Down its soft, slidy slope;
In winter, I pull up
My sled with a rope
And somehow it seems
I can always be found
Either on my way up
Or on my way down!

--Violet Bourke

Quiet

I can be as quiet as a spider or an ant,
Quiet as a butterfly;
  Don't tell me that I can't.

I can be as quiet as a little fleecy cloud,
Quiet as a snowflake,
  Now that isn't very loud.

I can be as quiet as a baby chick asleep
Quieter than that!
  How quiet can you keep?

--W.L. Maughan

Star Pickers

I watch the stars come out at night.
  (look up into the sky)
I wonder where they get their light.
  (place hands up)
I don't think they will ever fall,
  (shake head)
So I'll reach up and pick them all.
  (reach toward the sky)

The Earth

The earth is a great big ball
(Make a huge circle)
It isn't flat at all.
(Hold palms flat together)
It spins round and round just like a top.
(Spinning motion with forefinger)
I'm sure it will never stop.

My Garden Seeds

I planted all my
  garden seeds
Here in a nice,
  straight row
And then, I settled down
  to wait
And watch my garden grow.

I planted them
  at ten o'clock
And now it's almost
  three . . .
Those must have been
  bad garden seeds
My brother gave
  to me.

The Sun

I told the Sun that I was glad,
I'm sure I don't know why;
Somehow the pleasant way he had
Of shining in the sky
Just put a notion in my head
That wouldn't it be fun
If, walking on the hill, I said
"I'm happy" to the Sun.

--John Drinkwater

Sun

Over there the sun gets up.
(point to east)
And marches all the day.
(raise arm slowly)
At noon it stands right over head.
(point straight up)
At night it goes away.
(lower arm slowly to west and drop down)

In the Sun

Butter melts
In the sun,
Snowmen all
Begin to run,
Ice cream cones
Will not stay,
And dew drops fly
Away to play.

The World

All the things you know
And all the things you do
Are part of the world
The world is you!

--Betty Miles

Sun's Present

Tired sun slept deep within a cloud,
Then thunder's sewing machine roared loud,
While lightning's scissors slashed away,
And rain's bright needles flashed all day.

Soon they made earth a fine new gown
Of green, with ruffles all around,
And flower buttons in gay rows
From dimpled chin to green-clad toes.

When sun woke up she said, "I should
Give earth a present. She's so good."
And earth, surprised, heard sun's clear call:
"Earth, here's a rainbow parasol!"

--F. Risser

The Sky

Sky is up, (reach up)
Ground is down, (reach down)
Air is everywhere,
All around.
To crawl is under,
To climb is over,
Who is sitting in the clover?

Stars

Here are some stars.
So far away that nobody sees,
They are coming out now.
They are all twinkling
1, 2, 3, 4, 5, 6, 7, 8, 9, 10
(Each finger represents a star and twinkles)

If I Were

If I were the morning, I'd come out at dawn.
I'd help people stretch, I'd help people yawn;
I'd wake up the garden and stir up the breeze,
And help feathered songsters to chirp in the trees.

If I were a bridge, I'd be very long.
I'd help things across me because I'd be strong;
I'd have hills around me and sky overhead,
And I'd keep my fish safe in my blue riverbead.

If I were a blue brook, I'd babble away,
I'd let fish swim inside me day after day;
I'd hold hooks and minnows and floating wood logs,
And invite in for company turtles and frogs.

--Marlene Glaus

The Sky

Sky is up, (reach up)
Ground is down, (reach down)
Air is everywhere,
All around.
To crawl is under,
To climb is over,
Who is sitting in the clover?

Winter Days

Snow falls everywhere,
The trees are white and bare
Everything is white, even the windowsill.
Whoosh! Sleds go down the hill;
Snowmen and big snowballs,
Everywhere snow falls.

--Robert Kostelak

Spring Wind

The west wind dances down the lane.
  and sets the robins winging;
It has a message sweet and plain,
  for some folks hear it singing;
O hurry, gather daffodils! They're scattered over
  the hills
  As thick as anything!
The little buds unfold again, in buff and white and
  gold again--
  It's Spring, Spring, Spring!

The west wind races up the road
  and sets the green grass sprouting;
It wakes the turtle and the toad,
  and some folks hear it shouting:
O hurry, fetch your bat and ball, put on your
  oldest shoes of all,
And cap and everything.
It's turning fine and hot again, the boys are in
  the lot again--
  It's Spring, Spring, Spring!

--Nancy Byrd Turner

Spring

Spring is coming! Spring is coming!
How do you think I know?
I found some pussy willows
So I know it must be so.

On A Walk

Taking a walk was so much fun,
We didn't hurry, we didn't run.
We watched for birds, we watched for bees,
We looked for all the budding trees.

Sing A Song of Snowflakes

Sing a song of snowflakes
  Flying through the air
Pretty little snowflakes
  Falling everywhere.
Tired little snowflakes
  Resting on the ground.
Quiet little snowflakes
  Making not a sound.

Snowman

A chubby little snowman
Had a carrot nose.
Along came a bunny
And what do you suppose?

The hungry little bunny,
Looking for his lunch,
Ate the snowman's nose.
Nibble, nibble, crunch!

Counting the Bunnies

"My bunnies now must go to bed,"
The little mother rabbit said,
"But I will count them first to see
If they have all come back to me."
  (Touch fingers as you count)
"One bunny, two bunnies,
Three bunnies dear,
Four bunnies, five bunnies,
Yes, all are here.
They are the prettiest things alive
My bunnies, one, two, three, four, five."

Little Froggie

This little froggie broke his toe
This little froggie said, "Oh, Oh, Oh!"
This little froggie laughed and was glad.
This little froggie cried and was sad.
This little froggie was thoughtful and good,
He ran for the doctor fast as he could.

My Turtle

This is my turtle
  (Make fist; extend thumb.)
He lives in a shell.
  (Hide thumb in fist.)
He likes his home very well.
He pokes his head out when he wants to eat.
  (Extend thumb.)
And pulls it back in when he wants to sleep.
  (Hide thumb in fist.)

Things I Saw

I heard a bee go buzzing by.
  (point hands)
I saw two butterflies in the sky.
  (hold up two fingers)
I watched three bunnies hop down the lane.
They jumped in a hole before the rain.
  (put thumbs and forefingers together to form hole)

A Little Squirrel

I saw a little squirrel
Sitting in a tree;
He was eating a nut
And wouldn't look at me.

Animal Action Poem

Frogs jump
Caterpillars hump

Worms wiggle
Bugs jiggle

Rabbits hop
Horses clop

Snakes slide
Sea Gulls glide

Mice creep
Deer leap

Puppies bounce
Kittens pounce

Lions stalk--
But,
I walk!

Fawns

Did you know that fawns
Run across people's lawns?
They're afraid of people.
And even a church steeple!
They're afraid of a branch of a tree,
And they run away from me.

--Kelle Moffett

Little Bird

What are you doing
Up there so high?
It looks as though
You're touching the sky.

Racoons

Two little racoons
  Peer down at me
From the boughs
  of our walnut tree.

They must not know
  (or don't remember)
That this is only
  Mid-September.

For there each sits
  In the sun and basks--
They're already wearing
  Halloween masks!

A Wee Worm

A wee little worm in a hickory nut
Sang, happy as he could be,
"O I live in the heart of the whole round world,
And it all belongs to me!"

--James Whitcomb Riley

Mr. Owl

A sad old owl sat in a tree
  (hand on arm)
He blinked and blinked his eyes
  (blink both eyes)
He sees and hears most everything
  (circle eyes and cup ears)
That's why he is so wise

Baby Whoo Sleeps

This little owl has big round eyes.
(open eyes very wide)
This little owl is just your size.
(Extend both hands to measure)
This little owl can twist his head.
(Twist head to right and left)
This little owl likes mice, he said.
(Begin to soften voice)
This little owl can hoot until
(Sway body with hand cuddled close)
He makes little children sit very still.
Whoo..whoo..whoo..are you?
Sleep..sleep..sleep..please do!

Pheasant

He was made of sumac and stippled leaves
And sky and earth
He ran like someone tall who bends his head,
A white ring around his neck
And one red sumac below each eye.
His long bright feathers nearly touch the ground.
I wonder why
It lifts the heart to see a pheasant fly.

--Katherine Saunders

Roly-Poly Caterpillar

Roly Poly Caterpillar
Into a corner crept
Spun around himself a blanket.
Then for a long time slept.
Roly-Poly Caterpillar
Wakening bye and bye
Found himself with beautiful wings
Changed into a butterfly.

Little Robin Redbreast

Little robin redbreast
(make fist and join thumb and index fingers.)
Sitting on a rail
(rest wrist on edge of the other hand.)
Nibble, nabble, goes his head.
(move thumb and index finger up and down.)
Wiggle, waggle, goes his tail.
(tilt wrist over other hand.)

The Caterpillar

A caterpillar crawled to the top of a tree
"I think I'll take a nap," said he.
(Index finger of left hand is moved up right arm in crawling movement.)
So under a leaf he began to creep,
(Wrap right hand over left fist.)
To spin his cocoon, and he fell asleep,
(Roll right hand over left fist.)
All winter he slept in his cocoon bed,
(Keep right hand closed over left fist.)
Till spring came along one day and said,
"Wake up, wake up little sleepy head,
Wake up, it's time to get out of bed!"
(Shake left fist with right hand)
So he opened his eyes, that sunshiny day.
(Spread fingers and look into hands.)
Lo! He was a butterfly and flew away.
(Hands move in flying motion.)

Butterfly

Butterfly, Butterfly
Where do you go?
Where the sun shines,
And where the buds grow.

The Tired Caterpillar

A tired caterpillar went to sleep one day
In a snug little cradle of silken gray,
And he said as he softly curled up in his nest,
"Oh, crawling was pleasant, but rest is best."

He slept through the winter long and cold,
All tightly up in his blanket rolled,
And at last we awoke on a warm spring day
To find that winter had gone away.

He awoke to find he had golden wings,
And no longer need crawl over sticks and things.
"Oh, the earth is nice," said the glad butterfly,
"But the sky is best when we learn to fly."

The Firefly Lights His Lamp

Although the night is damp,
The little firefly ventures out,
And slowly lights his lamp.

--Unknown (Japanese)

Fireflies

In the soft dark night
when the wind is still
and bullfrogs croak
at the bottom of the hill,
the fireflies reach
inside their coat pockets
and screw little light-bulbs
into their sockets
so they can fly
through the night and play
without bumpting their heads
or losing their way.

--Aileen Fisher

Maytime Magic

A little seed
For me to sow . . .

A little earth
To make it grow . . .
A little hole,
A little pat . . .
A little wish,
And that is that.

A little sun,
A little shower . . .
A little while,
And then -- a flower!

--Mabel Watts

Pussy Willows

Pussy willow--pussy willow
In your coat of gray,
Happy now are we to see you,
Spring is on the way.

Dandelions

Dandelions yellow, hiding in the grass,
Dandelions pretty, nodding as I pass.
Dandelions silver, dandelions gray,
Dandelions pretty, I'll blow your hair away.

Ballerina

The willow tree
At the end of our land
Walks on her toes
And bows in the rain.

--Ruth Schenley

Hollyhock Ballet

In our hometown the hollyhocks grow
Along the fences row on row.
They wait only for winds to sway
Them into colorful ballets.
Poised with frilly frocks outspread,
They pirouette in pink and red.
It doesn't cost a cent to see,
In fact, this dance is always free;
To those who follow Nature's lores
In her theater out-of-doors.

--Maurine Wagner

In Our Yard

Our pine tree stands quite straight and tall
And does not change in spring or fall --
An ideal place with branches wide
For birds to nest and squirrels to hide.

--Helen M. Webster

Two Little Apples

Two little apples hanging on a tree.
(Arms out with hands turned down)
Two little apples smiling at me.(Turn hands up)
I shook that tree as hard as I could. (Shaking motion)
Down came the apples and were they good. (Falling motion) (Rub tummy).

Clouds

Above the flowing waters
Where the sea gulls fly,
I sometimes see shapes in clouds
Floating across the sky.

--Sandy Stang

Trees

Trees are the kindest things I know,
They do no harm, they simply grow
And spread a shade for sleepy cows,
And gather birds among their boughs.

They give us fruit in leaves above,
And wood to make our houses of,
And leaves to burn on Halloween,
And in the Spring new buds of green.

They are first when day's begun
To touch the beams of morning sun,
They are the last to hold the light
When evening changes into night.

And when a moon floats on the sky
They hum a drowsy lullaby
Of sleepy children long ago . . .
Trees are the kindest things I know.

--Harry Behn

Sun

The sunshine does so many things,
Like changing winter into spring.
He makes days long and all things grow,
So that is why I do love him so.

The Clouds

White sheep, white sheep
On a blue hill
When the wind stops
You stand still.

--Christina Rossetti

RESOURCES FOR READINESS ENJOYMENT

Garrard Publishing Company
Champaign, Illinois 61820

ABC Fire Dogs
DeLage

ABC Pigs Go To Market
DeLage

ABC Pirate Adventure
DeLage

Small Bear's Birthday Party
Holl

Jack Frost and the Magic Paint Brush
Darling

Who Is Root Beer?
Hare

Why Won't the Dragon Roar?
Rosenbluth (Roar)

The Missing Ball of String
Darling, Freed

Bug Circus
Darling

Color My World
Carley

Good Morning, Lady
DeLage

We Like Noise
Lewi

Franklin Watts, Inc.
730 Fifth Avenue
New York, New York 10019

The Boy Who Painted Wallpaper
Rubin

Girls Can Talk, Too!
Hopkins

The Boy Who Was Followed Home
Mahy

Good Lemonade
Asch

The Great Big Enormous Turnip
Tolstoy

I Am Here
Barnett, Blue

Number of Things
Oxenbury

On the Other Side of the River
Oppenheim

Rooms for Rent
Mahy

Jasper Makes Music
Horvath

Mr. Drackle and His Dragons
Froman

Pegasus
Turska

Franklin Watts, Inc.
730 Fifth Avenue
New York, New York 10019

Start to Draw
Campbell

A Visit From Turtle
Dietch

When the Porcupine Moved In
Annett

Let's Find Out Books for Science

The World Publishing Co.
2080 West 117th St.
Lakewood, Ohio

The Very Hungry Caterpillar
Carle

ADDITIONAL RESOURCES FOR READINESS

Walt Disney Educational Media Company
500 South Buena Vista Street
Burbank, California 91521
Filmstrips:
Let's Talk With Winnie The Pooh:
About You
About Choices
About Words
About School Talk

Walt Disney Read Alongs:
Bambi
The Ugly Duckling
The Emperor's New Clothes

Winnie The Pooh and The Value of Things

Unicorn Learning Products
11725 S.W. Canyon Road
Beaverton, Oregon 97005

Bowmar Records
Friends, Friends, Friends
Watch Me Outdoors
Watch Me Indoors
Benny's Four Hats
A Beautiful Day For A Picnic
Colors
Morning
Evening

Sound Filmstrips
About Myself
The World Around Me
I Talk, I Think, I Reason

Records or Cassettes
Values
Imagination and Insight
A Child's World of Sound
The Five Senses
Famous Classics
Animals
Numbers and Time
The World of Nature
Sing Along Stories
Sights and Sounds
Science Concepts
Seasons
Physical Fitness

Educational Activities, Inc.
Freeport, L.I., New York 11520
Hap Palmer Record or Cassette Offerings
Activity Songs for Basic Motor Skill Development
Pretend
Creative Movement and Rhythmic Exploration
Getting to Know Myself
Math Readiness Vocabulary and Concepts
Ideas, Thoughts, and Feelings

SRA Inc.
259 East Eric Street
Chicago, Illinois 60611
Alphabet Learning Filmstrip

"OUR JOB IS TO HELP EACH CHILD
OR YOUTH FIND THOSE THINGS THAT
SPEAK TO HIS HEART AND THEN
TO HELP HIM TO LISTEN."

Wilhelms
What Should the Schools Teach
Phi Delta Kappa 1972